



**UNDERGRADUATE EDUCATION COMMITTEE (UEC)**  
**February 24, 2017 - 10:00 AM**  
**A225**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

5 - 8      **2.1. UEC draft minutes: January 27, 2017**

MOTION: To approve the draft minutes as presented.

**3.**

SENATE REPORT

**4. COURSES AND PROGRAMS**

9 - 14      **4.1. Global Development Studies: Course outlines**  
                 Changes including cross-listing as GEOG 109: GDS 100

MOTION: To approve the GDS 100/GEOG 109 course outlines as presented.

15 -      **4.2. Media Arts: Course outlines**  
18      New course: MEDA 469, Design Thinking for Creative Leadership

MOTION: To approve the MEDA 469 course outline as presented.

19 -      **4.3. Social, Cultural, and Media Studies: Course outlines**  
23      Changes including title and prerequisites: ANTH 220/GDS 220

MOTION: To approve the ANTH 220/GDS 220 course outline as presented.

24 -      **4.4. Social Work and Human Services: Course outlines**  
35      Review with changes including title and prerequisites: HSER 129, 229  
                 Review with changes including title, prerequisites, and total hours: HSER 130,  
                 230

MOTION: To approve the HSER course outlines as presented.

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39

**4.5. Peace and Conflict Studies: Course outlines**

Changes including prerequisites: PACS 400

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

40 -  
50

**4.6. Mennonite Studies: Program changes**

Change to entrance and program requirements: Mennonite Studies certificate

MOTION: To recommend the changes to the Mennonite Studies certificate as presented, effective September 2017.

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114

**4.7. Business: Course outlines**

Review with changes including prerequisites: BUS 304, 305, 307, 309, 314, 322, 323, 324, 328, 360, 425

Review with changes including title and prerequisites: BUS 308, 321, 325

New course: BUS 493, Case Competition

MOTION: To approve the BUS course outlines as presented.

115 -  
149

**4.8. Business: Program changes**

Changes to program: Business Administration diploma

Changes to program: Bachelor of Business Administration

MOTION: To recommend the changes to the Business Administration diploma as presented, effective September 2017.

MOTION: To recommend the changes to the Bachelor of Business Administration, effective September 2017.

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234

**4.9. Child, Youth, and Family Studies: Course outlines**

New course: CYC 100, Human Development I for Child and Youth Care

New course: CYC 120, Human Development II for Child and Youth Care

New course: CYC 125, Introduction to Activity-Based Child and Youth Practice

New course: CYC 270, Expressive Therapies for Child and Youth Care

New course: CYC 275, Wellness and Mindfulness-Based Practices

New course: CYC 280, Introduction to Policy, Politics, and Practice in Child and Youth Care

New course: CYC 296, Inclusive Child and Youth Care Practice

New course: CYC 330, Trauma-Informed Practice in Child and Youth Care

New course: CYC 395, Developing Healthy Relationships in Child and Youth Care

New course: CYC 485, Understanding Diverse Populations in Child and Youth Care

New course: CYC 499, Capstone for Child and Youth Care Professionals

Changes including prerequisites and course number: CYC 167 (formerly CYC 267)

Changes including title, prerequisites, and course number: CYC 168 (formerly CYC 268)

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Changes including title and prerequisites: CYC 202

Changes including prerequisites and course number: CYC 203 (formerly CYC 302)

Changes including title and prerequisites: CYC 320

Changes including course number: CYC 325 (formerly CYC 423)

Change to prerequisites: CYC 340

Changes including prerequisites and course number: CYC 367 (formerly CYC 467)

Changes including prerequisites and course number: CYC 368 (formerly CYC 468)

Discontinuation: CYC 321, 341

MOTION: To approve the CYC course outlines as presented.

235 -  
267

**4.10. Child, Youth, and Family Studies: Program changes**

Changes to entrance and program requirements: Bachelor of Arts in Child and Youth Care

MOTION: To recommend approval of the changes to the Bachelor of Arts in Child and Youth Care entrance and program requirements as presented, effective September 2017.

268 -  
271

**4.11. Visual Arts: Course outlines**

Change to prerequisites: VA 231

MOTION: To approve the VA 231 course outline as presented.

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274

**4.12. Visual Arts: Program changes**

Change to declaration requirements: Visual Arts major

MOTION: To approve the change to the Visual Arts major declaration requirements as presented, effective September 2017.

275 -  
276

**4.13. Communications: Program changes**

Change to program requirements: Communications minor

MOTION: To approve the changes to the Communications minor program requirements as presented, effective September 2017.

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297

**4.14. General Studies: Program changes**

Change to entrance and program requirements: General Studies diploma

Change to program requirements: Bachelor of General Studies

MOTION: To recommend the changes to the General Studies diploma entrance and program requirements as presented, effective September 2017.

MOTION: To approve the changes to the Bachelor of General Studies program requirements as presented, effective September 2017.

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298 -  
302

**4.15. Physics: Program changes**

Change to program requirements: Physics Honours

MOTION: To approve the changes to the Physics Honours as presented, effective September 2017.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

303 -  
309

**5.1. Student Academic Misconduct policy**

**5.2. Admissions Subcommittee report**

**5.3. Transfer Credit Subcommittee report**

**5.4. Policy Subcommittee report**

**6. INFORMATION ITEMS**

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

BUS 326, 327, 329, 338, 348

BUS 349/ECON 349, BUS 433/ECON 433, BUS 435/ECON 435, BUS 449/ECON 449

HIST 102, 121, 122, 162, 211, 212, 241, 264, 265, 309, 311, 325, 335, 340, 357, 364, 391, 392, 412, 414, 426, 430, 431

JAPN 101, 103

SPAN 101, 102, 201, 202

**7. ADJOURNMENT**



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

January 27, 2017  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Maria Bos-Chan, Sue Brigden, Rhonda Colwell, John English, Peter Geller, Nancy Goad, David McGuire, Kirsten Robertson, Eric Spalding, Mary Saudelli, Elaine Newman, Emilio Landolfi, Jared De Bruin, Adrianna Bakos, Teresa Piper, Bruce Kirkley, and Ben Vanderlei  
**ABSENT:** Donna Alary, Heather Compeau, Vlad Dvoracek, Shirley Hardman, Samantha Pattridge, Simon Xi, Arashpreet Tamber, and Ceilidh Hart  
**GUESTS:** Allan Arndt, Margaret Coombes, Lynn Kirkland-Harvey, Steven Marsh, Marlene Murray, Steven Schroeder, Alisa Webb  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: December 16, 2016**

##### **MOTION:**

To approve the draft minutes as presented.

CARRIED

#### **3. SENATE REPORT**

#### **4. COURSE OUTLINES**

##### **4.1. Communications**

New course: CMNS 140

##### **MOTION:**

To approve the CMNS 140 course outline as amended:

- Remove CMNS 120 from prerequisites.

CARRIED

##### **4.2. Geography**

Changes including total hours: GEOG 111

Changes including credits and total hours: GEOG 270

Changes including prerequisites: GEOG 300, 311, 412

Review with changes including prerequisites: GEOG 362

##### **MOTION:**

To approve the GEOG courses as presented.

CARRIED

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**4.3. Health Sciences**

Change to prerequisites: HSC 116

**MOTION:**

To approve the HSC 116 course outline as presented.

CARRIED

**4.4. Graphic and Digital Design**

Review with changes including total hours: GD 102

Changes including prerequisites: GD 204

There was a suggestion for revising the calendar description of GD 102, to change "from which they" to "within which it", but it was unclear whether this would change the intent of the sentence. The department will be asked to confirm whether this change is an acceptable edit.

**MOTION:**

To approved the GD course outlines as presented.

CARRIED

**4.5. Peace and Conflict Studies**

Changes including prerequisites: PACS 390, 391

**MOTION:**

To approve the PACS course outlines as amended:

- PACS 390: delete learning outcome #6.

**4.6. Biology**

Change to prerequisites: BIO 201, 220

Review with changes including prerequisites: BIO 210

**MOTION:**

To approve the BIO course outlines as presented.

CARRIED

**5. PROGRAMS**

**5.1. Biology**

Change to program requirements: Biology minor (BSc)

Change to program requirements: Biology extended minor (BA)

**MOTION:**

To approve the changes to the Biology minor (BSc) program requirements as presented, effective September 2017.

CARRIED

**MOTION:**

To approve the changes to the Biology extended minor (BA) program requirements as presented, effective September 2017.

CARRIED

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**5.2. Arts**

Change to program requirements: Bachelor of Arts

Change to program requirements: Liberal Arts diploma

CMNS 120 has not yet been approved, and so will not be added to either program. ENGL 091 and 099 will be added to the Writing Foundation requirements of the LAD, to match the BA requirements.

**MOTION:**

To approve the changes to the Bachelor of Arts as amended, effective September 2017:

- Removal of CMNS 120.

CARRIED

**MOTION:**

To approve the changes to the Liberal Arts diploma as amended, effective September 2017:

- Removal of CMNS 120.
- "...an A in English 12 or equivalent, an A in ENGL 091, or an A in ENGL 099."

CARRIED

**5.3. Social Work and Human Services**

Change to program requirements: Bachelor of Social Work

**MOTION:**

To approve the change to the Bachelor of Social Work as presented, effective September 2017.

CARRIED

**6. OTHER BUSINESS/DISCUSSION ITEMS****6.1. Changes in B.C. high school graduation**

The K-12 B.C. curriculum has recently been changed, which will have an impact on post-secondary institutions. Some graduation courses will be fundamentally changed, all provincial exams except English have now been discontinued, and some new pilot courses may be seen on high school transcripts as early as this September. It may be helpful to have a full presentation on this topic at UEC, and likely at Faculty Councils as well. A specific subcommittee of either UEC or Senate may also be required.

**6.2. Transfer Credit Subcommittee report**

This item was deferred to a future meeting due to time constraints.

**6.3. Policy Subcommittee report**

There was no report from this subcommittee.

**7. INFORMATION ITEMS**

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**7.1. Biology**

Change to declaration procedure: Biology Honours

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

ENGL 308

FILM 110

**7.3. Course outline form**

Removal of maximum enrolment

**8. ADJOURNMENT**

The meeting was adjourned at 12:00 pm.



**Memo for Course Changes**

To: Alisa Webb, Rachael Letkeman

From: Steven Marsh

Date: September 28, 2016

**Subject: GDS 100**

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: Cross listing with GATE
2. Rationale for change: Calendar description and learning outcomes are updated to align with institutional guidelines and to clearly identify learning outcomes associated with course delivery. The cross listing is to identify to students the potential to continue within either GDS or GATE programs.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes align with both GDS and GATE program outcomes and more clearly identify the connection with civic engagement undertaken by students within the course.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
5. Which program areas have been consulted about the change(s)? GATE and GDS
6. What consideration has been given to indigenizing the curriculum? Both global and local dimensions of development are addressed and special attention given to colonization and culture. Indigenous examples will be explored within the course and the traditional ways of knowing will be utilized within the course.
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Yes field trips are required and are funded in part by GATE and in part by students in the course.
10. Estimate of the typical costs for this course, including textbooks and other materials: Cost for text is \$82.00



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED: (six years after UEC approval)** February 2023  
**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> GDS 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <small>Course credit policy (105)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> A World of Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Global Development Studies                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>An introduction to the processes and practices of development in global and local contexts. Examples from around the world are used to illustrate both "natural" and planned development activities and their consequences. Students will learn to critically assess and apply various development approaches and methods.</p> <p>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information.<br/>                 Note: This course is offered as GDS 100 and GEOG 109. Students may take only one of these for credit.</p>                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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: <b>GEOG 109</b><br>Equivalent course(s): <b>GEOG 109</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">12</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">12</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: right;">9</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: right;">12</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 12 | Seminars/tutorials/workshops | 12 | Laboratory hours |  | Field experience hours | 9 | Experiential (practicum, internship, etc.) |  | Online learning activities | 12 | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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> Twice per year                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Stephen Piper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> December 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> December 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Learning Outcomes

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

1. Describe the scope of the study and practice of global development.
2. Articulate basic explanations the processes and practices of global and local development and underdevelopment essential for further studies in global development.
3. Apply an interdisciplinary approach to current development issues.
4. Discuss and assess the nature and causes of major development problems and the measures that have been or should be taken to deal with them, giving special attention to colonization, culture, social structure, politics and economy.
5. Articulate the interconnectedness of global and local dimensions of development.
6. Evaluate their skills, shortcomings and values with regard to development practice and make well-considered choices about their future engagement.
7. Identify the needs of a community organization that is focused on global and/or local development.
8. Develop a tool, technique, or strategy to meet one of the needs of a community group.
9. Present the tool, technique, or strategy to a community group.

## Prior Learning Assessment and Recognition (PLAR)

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

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

The course employs a combination of lectures, seminars and active learning methods like simulation exercises, popular education techniques, developing and utilizing social media skills, and drafting grant proposals for local NGOs. Learning will be enhanced through presentations by GDS faculty, returning interns, and other experts, A-V materials and/or field trips. There may also be an online learning component where students have the opportunity to reflect and discuss readings and key concepts. The course may be team taught by faculty from the different departments involved in the GDS program.

**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.                                  | GDS 100 Coursepack                                         | <input type="checkbox"/>            |             |      |
| 2. Desai, Vandana and Robert Potter | The Companion to Development Studies, 3 <sup>rd</sup> ed.  | <input checked="" type="checkbox"/> | Routledge   | 2014 |
| 3. Jackson, Robert                  | Annual Editions: Global Issues 13/14, 29 <sup>th</sup> ed. | <input checked="" type="checkbox"/> | McGraw-Hill | 2014 |
| 4. Willis, Katie                    | Theories and Practices of Development                      | <input checked="" type="checkbox"/> | Routledge   | 2011 |
| 5. Hopper, Paul                     | Understanding Development: Issues and Debates              | <input checked="" type="checkbox"/> | Polity      | 2012 |

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

No extraordinary supplies or materials will be required. However, students will be responsible for all costs associated with any field trips and may have to spend a small amount on display or project materials.

## Typical Evaluation Methods and Weighting

|                |     |                          |     |                               |     |            |      |
|----------------|-----|--------------------------|-----|-------------------------------|-----|------------|------|
| Final exam:    | %   | Assignments:             | 20% | Midterm exam:                 | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:                | %   | Field experience:             | 10% | Shop work: | %    |
| Participation: | 10% | Term Project and Report: | 25% | Online Reflection/Discussion: | 10% | Total:     | 100% |

**Details (if necessary):** Learning outcomes 1-4 are to be evaluated through assignments, midterm, participation and field experience including a field trip to visit several non-governmental organizations. Learning outcomes 5 and 6 are to be evaluated through a term project and class participation. Projects could include developing a fundraising or education campaign for an organization such as Run for Water or Amnesty International. Students will have the opportunity to present a concept paper to the organization and benefit from the critique and evaluation of their proposals.

## Typical Course Content and Topics

Unit 1: Introduction - Poverty and development  
 Unit 2: History of colonialism, development and underdevelopment  
 Unit 3: Theories of development and underdevelopment  
 Unit 4: Global and local development issues – Housing and homelessness  
 Unit 5: Poverty and pandemics – TB, AIDS, Ebola, Zika, etc.  
 Unit 6: Environment and development
 

- Extractive industries – Mines and pipelines
- Climate change

 Unit 7: Gender and development  
 Unit 8: Food security - Rural livelihoods and urban agriculture  
 Unit 9: Education and development

**GDS 100****University of the Fraser Valley Official Undergraduate Course Outline**

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Unit 10: Child rights and development

Unit 11: Approaches to development

- Participatory development
- Free trade or fair trade?

Unit 12: Frameworks for development

- Governance
- Is there development without conflict?
- Globalization or global partnership?

Unit 13: Careers in development

Unit 14: Development in a changing world

Throughout the course, these content elements are balanced with experiential learning of development practice through engagement with a community partner organization.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GEOG 109                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Course Full Title:</b> A World of Development<br><b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Department (or program if no department):</b> Geography and the Environment                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>GDS 100</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b><br>An introduction to the processes and practices of development in global and local contexts. Examples from around the world are used to illustrate both "natural" and planned development activities and their consequences. Students will learn to critically assess and apply various development approaches and methods.<br><br>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information.<br>Note: This course is offered as GDS 100 and GEOG 109. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <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: <b>GDS 100</b><br>Equivalent course(s): <b>GDS 100</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                              | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Steven Marsh                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date approved:</b> December 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of posting:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date approved:</b> December 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**Memo for New Course**

To: CACC, Alisa Webb

From: Graphic + Digital Design BFA Major Working Group

Date: October 24, 2016

**Subject: Proposal for new course MEDA 469**

1. Rationale for new course:  
An upper-level MEDA course focussed on developing essential skills in creative leadership and cross-disciplinary collaboration. It will be of particular interest to BFA Extended Minor students, Bachelor of Media Arts students, and any student interested in learning design thinking methodology for problem solving.
2. How this new course fits into program(s): This is a critical thinking course that supports a diverse cross-section of disciplines, emphasizes collaboration and curiosity, and applies a culmination of skills and knowledge. This course is flexible and accessible meeting the needs of students requiring an upper level elective. The BFA GD Extended Minor requires the addition of MEDA 469 as an upper-level course option. It will also serve as an option in the forthcoming Bachelor of Media Arts.
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):  
Program learning outcomes met by MEDA 469 include:
  - a. Demonstrate leadership, management, and organizational skills that foster reflective thinking on leading change, resolving conflict, and motivating others
  - b. Apply critical thinking skills to visual communication problems
  - c. Engage in multidisciplinary collaboration and strategic processes for problem solving.
  - d. Incorporate Design research findings into designing experiences that consider social, cultural, and economic implications of technology
  - e. Conduct critical evaluations of different technologies in specific design problem contexts using a human-centered approach, by matching relationships between technologies and users
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.
5. Which program areas have been consulted about the course? BFA Program Committee, Bachelor of Media Arts Program Committee, Academic Advising
6. If a new discipline designation is required, explain why: N/A
7. What consideration has been given to indigenizing the curriculum? The course enables the opportunity for collaborative projects with an indigenous focus.

8. If this course is not eligible for PLAR, explain why: Learning outcomes such as creative leadership and collaborative processes are best assessed within the scope of the course, not through portfolio or examination.
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value: 3
  - b. Class size limit: 27
  - c. Frequency of offering: 1x per year
  - d. Resources required (labs, equipment): Classroom with moveable tables, chairs and whiteboards to enable group work. Access to computers and software. Tools will be determined on a project-by-project basis.
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Project based field trips with site visits for information gathering as needed. Costs will likely be limited to local transportation.
11. Estimate of the typical costs for this course, including textbooks and other materials: \$800 (includes tuition fee, surcharge and lab fee and covers access to equipment and studios).





ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> MEDA 469                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Design Thinking for Creative Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Design Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Design thinking is a collaborative, human-centred interactive process used for problem solving. Students work together on real-world projects to empathize, define, ideate, prototype, and test solutions while discovering their leadership abilities and creative potential to innovate.                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</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>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td>20</td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td>10</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours | 20 | Experiential (practicum, internship, etc.) |  | Online learning activities | 10 | Other contact hours: |  | <b>Total</b> | <b>60</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> November 24, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> December 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> December 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**MEDA 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:

- Demonstrate creative leadership
- Apply design thinking methodology in various contexts
- Initiate a collaborative process for problem solving
- Develop a design framework to provide structure to a process
- Implement a human-centred empathetic approach in creative practice
- Engage in a process of inquiry
- Develop transmedia solutions using a common voice
- Propose a solution based on rethinking, critical reflection, and multiple iterations

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because learning outcomes such as creative leadership and collaborative processes are best assessed within the scope of the course, not through portfolio or examination.

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

Lecture, guest speaker, field trip, storytelling, textbook, project/independent study.

**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 IDEO.org                  | Design kit: The Field Guide to Human-Centered Design                                             | <input checked="" type="checkbox"/> | <a href="http://www.designkit.org/resources/1">http://www.designkit.org/resources/1</a> | 2016 |
| 2 Mootee, Idris             | Design Thinking for Strategic Innovation: What They Can't Teach You at Business or Design School | <input checked="" type="checkbox"/> | Wiley                                                                                   | 2013 |
| 3 Kelley, Tom; Kelley David | Creative Confidence: Unleashing the Creative Potential Within Us All                             | <input checked="" type="checkbox"/> | Crown Business Books                                                                    | 2013 |

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

On a project basis. Flash hard drive, and access to Adobe CC and Mac. Some projects may require access to other tools and supplies.

**Typical Evaluation Methods and Weighting**

|                |   |              |     |                   |     |            |      |
|----------------|---|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | % | Assignments: | 60% | Midterm exam:     |     | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %   | Field experience: | 40% | Shop work: | %    |
| Other:         | % | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Students will be actively applying design thinking to a project in the field.

**Typical Course Content and Topics**

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1:       | Introduction to design thinking models applied to problem solving. Looking at different contexts, same process. How empathy, innovation, curiosity, and ambiguity inform design solutions. Looking at corporate, social, and educational models.                                                                                                                                                                                                                                             |
| Week 2:       | Identifying opportunities. Collaborating on change. The process of inquiry. Developing a proposal.                                                                                                                                                                                                                                                                                                                                                                                           |
| Week 3:       | The design thinking process begins. "Framing Your Design Challenge" – identifying the problem that we're trying to solve. What is the design question and the ultimate impact we're trying to achieve? (p. 31. IDEO Design Kit)                                                                                                                                                                                                                                                              |
| Week 4:       | Secondary Research: Identifying constraints, conditions, and physical requirements. How are we going to change the existing situation?                                                                                                                                                                                                                                                                                                                                                       |
| Week 5:       | Understanding the context. Integrating a participatory, people-centred approach (Napier and Benson). <i>"People are not passive consumers of design, they are active designers of their own world — and always have been."</i> Jane Fulton Suri, IDEO. Defining the audience and their values through user personas. Consider extreme and mainstreams users. (p.44, 49. IDEO Design Kit). Looking at existing precedents: similar projects and how these were developed and their solutions. |
| Week 6:       | Collaborative problem solving. Research, brainstorming and framing ideas. Initiating an iterative process – synthesizing to 5 top ideas. Identifying themes and insight statements.(p. 79–89, 94–98. IDEO Design Kit).                                                                                                                                                                                                                                                                       |
| Week 7:       | Designing transmedia solutions. Consistency of voice in media and contexts. Developing systems thinking in creating solutions.                                                                                                                                                                                                                                                                                                                                                               |
| Week 8 to 11: | Field work. Rapid prototyping. Valuing iteration and analysis.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Week 12:      | Findings presentation. Reflection and critique.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Week 13:      | Final presentation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

**Memo for Course Changes**

To:

From: Martha Dow

Date: April 8 2016; updated with suggested changes December 12 2016

**Subject: Proposal for revision of ANTH GDS 220 Anthropology of Globalization and Development**

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

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

2. Rationale for change:

Changes were made to eliminate prerequisites so as to make the course more accessible, to provide an entry level course on anthropology and globalization at the second year, where many Global Development Studies (GDS) students would encounter this course. This will allow GDS students to complete their program in a more timely way, and expand the number of potential students readily able to access this course.

The course title was changed to reflect the wording used in other universities for similar courses.

The calendar description has been shortened as per current requirements.

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

The learning outcomes are substantially the same, with rewording for clarity and focus.

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

This course is required by Global Development Studies (GDS); the changes will make the course more readily available, and contribute to a more timely completion of the program.

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

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

The course incorporates examples and case studies of the impacts of globalization and development on Indigenous communities, and material (readings, films) reflecting Indigenous engagements.

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

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: NA

- a. Credit value
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips are not required.

10. Estimate of the typical costs for this course, including textbooks and other materials: Textbooks: about \$100.



ORIGINAL COURSE IMPLEMENTATION DATE: February 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> ANTH 220                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Anthropology of Globalization and Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Social Cultural & Media Studies                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An examination of the effects of globalization and development on local cultures, especially peasant and Indigenous societies, across the global South, with an emphasis on Latin America, and their reactions of resistance, accommodation, and transformation.<br><br>Note: This course is offered as ANTH 220 and GDS 220. Students may take only one of these for credit.                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None. One of GDS 100, ANTH 102, or LAS 100 are recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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>ANTH 220</b><br>Cross-listed with: <b>GDS 220</b><br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input 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: 0</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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> 35<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every year                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Martha Dow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> April 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> May 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> January 6, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> January 23, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Apply standard anthropological concepts and theories in the analysis of globalization, development, and culture change.
- Apply a critical anthropological perspective in discussing the impact of colonialism, development, and globalization on marginalized and exploited communities.
- Describe the differences between the peasantry, the Indigenous, and other marginalized or exploited populations.
- Discuss the consequences of changes affecting these groups (e.g., cultural imperialism, natural resource exploitation, agrarian reform, development projects, and more radical forms of structural change).
- Describe changes within these groups (attitudes, worldviews, aspirations, and responses, as well as structural changes) in different circumstances.
- Analyze the origins, development, and outcomes of popular and Indigenous resistance movements.

**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 discussions augmented by photographic, film, and video materials.

**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. Edelman, M., A. Haugerud | The Anthropology of Development and Globalization.                                                                    | <input checked="" type="checkbox"/> | Oxford University     | 2005 |
| 2. Igoe, J.                 | Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota | <input checked="" type="checkbox"/> | Wadsworth             | 2004 |
| 3. Eriksen, T.              | Globalization: The Key Concepts                                                                                       | <input checked="" type="checkbox"/> | Berg                  | 2014 |
| 4. Caouette, D., D. Kapoor  | Beyond Colonialism: Development and Globalization                                                                     | <input checked="" type="checkbox"/> | ZED Books             | 2015 |
| 5. Cockburn, S. A. Cockburn | The Fate of the Forest: Developers, Destroyers, and Defenders of the Amazon                                           | <input checked="" type="checkbox"/> | University of Chicago | 2010 |

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

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 50% | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

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

Week 1 Introduction to course and anthropological approaches to globalization and change  
 Week 2 History of ideas in studies in culture change and globalization  
 Week 3 Impacts of globalization on community, Indigenous cultures, and understanding change through multi-sited ethnography  
 Week 4 Anthropological ideas on connections between local and global changes  
 Week 5 Is it a totally interconnected world?  
 Week 6. Culture change, globalization, labour, and transmigration  
 Week 7 Midterm exam and discussion of projects  
 Week 8 Risk: local and global  
 Week 9 Identity, place, and globalization: Indigenous and peasant movement perspectives, Part 1 peasants  
 Week 10 Identity, place, and globalization: Indigenous and peasant movement perspectives, Part 2 Indigenous peoples  
 Week 11. Additional selected case studies  
 Week 12 Alter-globalization  
 Week 13 Student projects



**ORIGINAL COURSE IMPLEMENTATION DATE:** February 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) February 2023  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GDS 220                                                                                                                                                                                                                                                                                                                                                                        | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Course Full Title:</b> Anthropology of Globalization and Development                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                    | <b>Department (or program if no department):</b> SCMS                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ANTH 220</b> for the official course outline.                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b><br>An examination of the effects of globalization and development on local cultures, especially peasant and Indigenous societies, across the global South, with an emphasis on Latin America, and their reactions of resistance, accommodation, and transformation.<br><br>Note: This course is offered as ANTH 220 and GDS 220. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                               | None. One of GDS 100, ANTH 102, or LAS 100 are recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <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: <b>ANTH 220</b><br>Equivalent course(s): <b>ANTH 220</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 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 type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Martha Dow                                                                                                                                                                                                                                                                                                                                                      | <b>Date approved:</b> April 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>Date approved:</b> May 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of posting:</b> January 6, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                    | <b>Date approved:</b> January 23, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**Memo for Course Changes**

**To:** Undergraduate Education Committee

**From:** Curtis Magnuson, Human Services Chair & Associate Professor  
School of Social Work & Human Services

**Date:** January 13, 2017

**Subject:** Proposal for revision of HSER 129, HSER 130, HSER 229, and HSER 230

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:

Four practicum-related courses in the Social Services Diploma program have been revised for currency and consistency; to rewrite course objectives as learning outcomes; to rationalize the number of hours students are required to complete; and to make PLAR procedures pedagogically sound and consistent between the School's programs. The School of Social Work and Human Services is moving towards incremental learning outcomes between all of its programs, including the field education component of these programs. Three of these course outlines were last reviewed in 2006 and one in 2007.

**HSER 129 and HSER 229**

The course names have been changed to reflect that they are, in fact, "pre-placement" seminars and not "practicum" seminars. Practicum seminars do take place concurrent with the practicum courses, HSER 130 and HSER 230. The current names cause confusion amongst students and do not accurately reflect the nature and purpose of the courses.



Currently, HSER 129 is scheduled weekly for 1 hour and 20 minutes. HSER 229 takes place online. In future, HSER 129 will be scheduled bi-weekly for 1 hour and 50 minutes. HSER 229 will remain online. The courses remain one credit.

**HSER 130 and HSER 230**

The names of these courses have been changed to remove “social services” from 130 and to remove “fieldwork” from 230. These changes make the titles internally consistent as well as consistent with the Bachelor of Social Work degree program.

The number of hours has been reduced from 250 to 215 to reflect the actual number of hours that students are in practicum and the practicum seminar. Previously, students were credited 35 hours for journaling and other assignments. The number of hours spent in practicum remains the same at 200. The accompanying seminar for HSER 130 and 230 have been held weekly for 1 hour and 20 minutes. In future, seminars will be scheduled biweekly for 1 hour and 50 minutes.

**HSER 130**

The pre-requisite of SOWK 110 will be changed to a pre-or co-requisite. In order to grant greater flexibility to our students—who may in future wish to complete their first practicum in the fall semester (presently only offered in the winter semester)—SOWK 110 will need to be a pre- or co-requisite to HSER 130. The other pre-requisite courses (HSER 120, HSER 129, and one of CMNS 155 or ENGL 105) will remain as pre-requisites.

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

The learning outcomes of these courses have been rewritten using learning outcome language, reflecting the current realities of these courses as well as in keeping with the School’s mission statement and the objectives of the Social Services Diploma program.

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

No. These four courses are only available to Social Services Diploma students.

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

In 2014, students enrolled in the Social Services Diploma program were surveyed as part of an informal review of the program and students indicated that they were in favour of these changes. All faculty and staff in the School of Social Work & Human Services have been consulted on these changes. They have been reviewed at the Human Services Committee (on which three Diploma students sit), the Curriculum Committee, and School Committee. The Advisory Committee to the School has also been consulted. These course outlines were approved by the Human Services committee, Curriculum committee, and School committee prior to being sent to Faculty Council.

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

The School of Social Work and Human Services infuses indigenous content throughout its curriculum and strives to place students into practica where they have opportunities to work with First Nations agencies and people. The Social Services Diploma program has a First Nations Option, which requires specific coursework and practicum placement with a First Nations agency. We continue to explore ways to indigenize our curriculum; however, practicum settings can be limited in their ability to do so based on the ability of the agencies to offer these opportunities.

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

HSER 129 and HSER 229 are pre-placement seminars that require students, including those who intend to apply for PLAR credit, to meet with a faculty member and other students to gauge their readiness for practicum placement or PLAR. In addition, these seminars provide valuable orientation to practicum requirements and expectations for all students enrolled in the Social Services Diploma program. Unlike in the degree programs of the School, there is no designated Field Education Coordinator for the Human Services programs and the faculty member(s) assigned to HSER 129 and 229 serve this essential function.

At its retreat held in 2014, the School approved a motion that would make HSER 230 **ineligible** for PLAR, which it currently *is*, and make HSER 130 **eligible** for PLAR, which it currently is *not*. Pedagogically, it makes sense to allow students to demonstrate prior learning for their first practicum based on experience they obtained before admission to the diploma program. Currently, students admitted with prior learning are **required** to complete a first practicum but **not** a second practicum. In some instances, students graduate without having completed a practicum at the end of their program of studies, which makes it more difficult to make the transition from learner to worker through the benefit of having successfully completed a practicum at the conclusion of their studies. It is worth noting that no other Social Services Diploma program in British Columbia permits students to PLAR their

second practicum. This has been confirmed at provincial Human Services Articulation meetings where I have been present as Chair.

The School is moving towards greater consistency in its policies that apply to all of its programs, including field policies. In the Bachelor of Social Work degree program, students are eligible to apply to PLAR their third year practicum but **not** their fourth year practicum.

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

We are removing semester-specific references in order to allow students to enrol in their practicum placements at different times of the year. Currently, second year students can **only** complete their practicum in the fall semester yet graduate the following spring. This makes them ineligible for employment upon completion of their final practicum.

- 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?

No field trips are required.

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

Students enrolled in practicum courses pay for their tuition, a criminal records check, as well as any transportation costs to and from their practicum agencies. No additional costs are incurred.



**ORIGINAL COURSE IMPLEMENTATION DATE:** February 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED: (six years after UEC approval)** February 2023  
**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> HSER 129                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Pre-Placement Seminar I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This seminar introduces students to practicum opportunities in the community as well as preparatory steps required to obtain their first practicum. Students are interviewed by community-based practicum supervisors, who serve as mentors during the practicum that follows in HSER 130.                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Admission to the Social Services diploma.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | SOWK 110, HSER 120, and (CMNS 155 or ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>SSSW 129</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">14</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">1</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>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 14 | Laboratory hours |  | Field experience hours | 1 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 14        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 18<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Margaret Coombes, Director                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> Nov. 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**HSER 129**

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

**Page 2 of 2**

**Learning Outcomes**

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

1. Prepare an updated resume identifying their knowledge and skills
2. Critically reflect on topics such as professional ethics, boundaries, and self-care
3. Clarify the nature and purpose of practica in the field of social services
4. Articulate the role of supervision in human services
5. Investigate their learning goals for HSER 130
6. Compare agency programs and methods of service delivery for suitable practicum placement
7. Demonstrate professionalism in an interview with a prospective practicum supervisor
8. Identify a practicum agency that will enable them to meet their learning goals

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because HSER 129 is a pre-placement seminar that requires students, including those who intend to apply for PLAR credit, to meet with a faculty member and other students to gauge their readiness for practicum placement or PLAR.

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

Bi-weekly in-class seminars, individual consultations with instructor, interview preparation, and guest speakers

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)                 | Current ed.                         | Publisher | Year    |
|----------------------------|------------------------------------------------------|-------------------------------------|-----------|---------|
| 1. SWHS                    | Human Services Practicum Manual                      | <input checked="" type="checkbox"/> | UFV       | Current |
| 2. BCCSW                   | Social Work Code of Ethics and Standards of Practice | <input checked="" type="checkbox"/> | BCCSW     | Current |
| 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:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):** Participation in seminars and completion of all assignments is required.

**Typical Course Content and Topics**

1. Seminar expectations and professional ethics
2. Practicum manual expectations and methods of student evaluation
3. Practicum learning goals
4. Resume and interview preparation
5. Individual student meetings with instructor
6. Interviews with potential practicum supervisors
7. Feedback on interviews with potential practicum supervisors
8. Role of supervision in the human services



ORIGINAL COURSE IMPLEMENTATION DATE: May 1991  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> HSER 130                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Practicum I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>A 200-hour supervised field experience in a social service or school setting. Students attend a seminar that integrates theory and practice, professional and cultural codes of ethics, work/life balance, and personal wellness.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | HSER 120, HSER 129, and one of (CMNS 125, CMNS 155, or ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            | SOWK 110.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>SSSW 130</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 215</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">200</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>215</b></td></tr> </table> |            | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours | 200 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>215</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 200        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>215</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Maximum enrolment (for information only):</b> 18<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Margaret Coombes, Director                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Date approved:</b> Nov. 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Date of posting:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**HSER 130**

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

**Page 2 of 2**

**Learning Outcomes**

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

1. Adhere to the policies and procedures of the practicum agency
2. Differentiate between personal and professional values
3. Identify tensions between agency policies and professional obligations
4. Describe professional and cultural codes of ethics in human services practice
5. Establish and work towards achieving learning goals in the practicum setting
6. Identify the student's and supervisor's learning styles for interactive supervision
7. Examine team dynamics and work effectively within the agency structure
8. Articulate the social justice issues of the agency's client population
9. Examine cultural diversity as it relates to the agency setting

**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)**

Seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos

**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. SWHS                    | Human Services Practicum Manual                      | <input checked="" type="checkbox"/> | UFV       | Current |
| 2. BCCSW                   | Social Work Code of Ethics and Standards of Practice | <input checked="" type="checkbox"/> | BCCSW     | Current |
| 3.                         |                                                      | <input type="checkbox"/>            |           |         |
| 4.                         |                                                      | <input type="checkbox"/>            |           |         |
| 5.                         |                                                      | <input type="checkbox"/>            |           |         |

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

Readings will be chosen each semester

**Typical Evaluation Methods and Weighting**

|                |     |                        |     |                   |   |            |      |
|----------------|-----|------------------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments:           | 10% | Midterm exam:     | % | Practicum: | 70%  |
| Quizzes/tests: | %   | Lab work:              | %   | Field experience: | % | Shop work: | %    |
| Journals:      | 10% | Seminar Participation: | 10% | Other:            | % | Total:     | 100% |

**Details (if necessary):** Participation in seminars and completion of all assignments is required.

**Typical Course Content and Topics**

1. Introduction to practicum placement: expectations, confidentiality, professional, and cultural codes of ethics
2. Students' learning objectives and agency learning opportunities
3. Effective supervision
4. Personal and professional values and the helping relationship
5. Cultural humility and diversity in the practicum setting
6. Boundaries and self-care
7. Student-led discussion of practicum-related issues
8. Evaluation of the practicum placement



ORIGINAL COURSE IMPLEMENTATION DATE: February 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> HSER 229                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Pre-Placement Seminar II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This seminar builds upon the first practicum in the Social Services diploma program and prepares students to select their second practicum. Students are interviewed by community-based practicum supervisors, who serve as mentors during the practicum that follows in HSER 230.                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | HSER 130.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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>SSSW 229</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></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 style="text-align: center;">1</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: center;">14</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours | 1 | Experiential (practicum, internship, etc.) |  | Online learning activities | 14 | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 14        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Maximum enrolment (for information only):</b> 18<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Margaret Coombes, Director                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> Nov. 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |   |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



**HSER 229**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

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

1. Prepare an updated resume identifying transferrable knowledge and skills
2. Critically examine topics such as professional ethics, boundaries, and self-care
3. Develop online discussion skills
4. Reflect on learning outcomes of HSER 130
5. Explain preferred learning and supervision styles
6. Determine learning goals for HSER 230
7. Describe an agency's programs in an interview with a prospective agency supervisor
8. Identify a practicum agency that will enable them to meet their learning goals

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because HSER 229 is a pre-placement seminar that requires students to meet with a faculty member and other students to gauge their readiness for practicum placement.

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

Online seminars, individual consultations with instructor, and interviews with prospective practicum supervisors

**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. SWHS                    | Human Services Practicum Manual                      | <input checked="" type="checkbox"/> | UFV       | Current |
| 2. BCCSW                   | Social Work Code of Ethics and Standards of Practice | <input checked="" type="checkbox"/> | BCCSW     | Current |
| 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:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):** Participation in seminars and completion of all assignments is required.

**Typical Course Content and Topics**

1. Seminar expectations and professional ethics
2. Learning experiences and outcomes from HSER 130
3. Practicum learning goals
4. Resume and interview preparation
5. Individual student meetings with instructor
6. Interviews with potential practicum supervisors
7. Feedback on interviews with potential practicum supervisors
8. Development of learning contracts



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 1991  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED: (six years after UEC approval)** February 2023  
**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> HSER 230                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Practicum II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Building on HSER 130, this is a 200-hour supervised field experience in a social service or school setting. Students attend a seminar that integrates theory and practice, professional and cultural codes of ethics, work/life balance, and personal wellness.                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | HSER 130 and HSER 229.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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>SSSW 230</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 215</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">200</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>215</b></td></tr> </table> |            | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours | 200 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>215</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 200        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>215</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Maximum enrolment (for information only):</b> 18<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Margaret Coombes, Director                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Date approved:</b> Nov. 18, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Date of posting:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |     |                                            |  |                            |  |                      |  |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**HSER 230**

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

**Page 2 of 2**

**Learning Outcomes**

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

1. Practice effective and collaborative teamwork
2. Actively participate in supervision as a collaborative learning opportunity
3. Practice effective verbal, non-verbal, and written communications
4. Demonstrate cultural humility and respect for diversity
5. Apply knowledge, values, and skills learned in social services courses to the practicum
6. Critically assess practice through personal reflection and consultation
7. Promote social justice as it relates to social services
8. Articulate the relationship between social policy and the impact of social change on social services
9. Integrate theories and professional and cultural codes of ethics into practice

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

Yes ☐ No, PLAR cannot be awarded for this course because students must complete a practicum at the end of their program. ☒

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

Seminars, practicum experience, written journals, classroom discussion, small group activities, guest speakers, videos

**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. SWHS                    | Human Services Practicum Manual                      | <input checked="" type="checkbox"/> | UFV       | Current |
| 2. BCCSW                   | Social Work Code of Ethics and Standards of Practice | <input checked="" type="checkbox"/> | BCCSW     | Current |
| 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:    | %   | Assignments:           | 10% | Midterm exam:     | % | Practicum: | 70%  |
| Quizzes/tests: | %   | Lab work:              | %   | Field experience: | % | Shop work: | %    |
| Journals:      | 10% | Seminar Participation: | 10% | Other:            | % | Total:     | 100% |

**Details (if necessary):** Participation in seminars and completion of all assignments is required.

**Typical Course Content and Topics**

1. Learning goals in the practicum setting
2. Team dynamics within the agency structure
3. Student's and supervisor's learning styles for interactive supervision
4. Intersection of personal and professional values
5. Tensions between professional obligations and policies and procedures of the practicum agency
6. Professional and cultural codes of ethics in human services practice
7. Social justice and the agency's client population
8. Cultural diversity in the agency setting

**Memo for Course Changes**

To: CACC

From: Steve Schroeder, Teaching Chair, Peace and Conflict Studies

Date: 25 November 2016

**Subject: Proposal for revision of PACS 400**

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: delivery methods are clarified in the changes. The project, and related seminar paper that proposes the implementation of the project, are reflected in the 'total hours' section of the outline and in the evaluation section. For clarification, there are additions in the 'typical texts' and 'typical course content' sections.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Yes; clarification regarding the major paper that is related to the course project is provided here. Implementation of the project will be proposed in the major paper, but not in actual field work in the community.
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? The PACS program has many areas that focus on indigenous content and settler-Indigenous reconciliation, but these aspects of the program are not seen specifically in these minor course changes.
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: Standard 3-credit course fees.

**CWC comments and responses:**

- Title: as the program is called Peace and Conflict Studies, should the title be “Peacebuilding and Conflict Analysis Seminar”, and the short title “Peace and Conflict Seminar”?

*“Peace and Conflict Studies” is a field, recognized as such (esp. in Canada); the course is focused on analysing conflicts (first), then moving on to the peacebuilding strategies and implementation (next, in sequence). Thus the wording in the respective titles.*

- A new Communications course, CMNS 140, has been identified as having some overlap with HSER 120. Would you consider adding CMNS 140 as an alternative to HSER 120 or CMNS 180?

*Although CMNS 140 may well be a good fit here, the PACS Curriculum Committee would need to be consulted on any changes regarding course additions (to the course grids, especially the core, required program courses). This course could be added to the course grid in the future (as suggested, one of three possibilities), but this would occur after consultation among members of the PACS Curriculum Committee.*

- Since PACS 100 and 200 are both prerequisites for PACS 310, is it necessary to include them in the prerequisites for PACS 400?

*Yes – this is to ensure that all students have, in fact, taken the three courses that are listed here (as, in some cases, the PACS 310 instructor may have waived the pre-reqs without consultation of the PACS program coordinator, who would be providing approval for the student to take PACS 400).*

- Hours: are the 30 hours identified as “project implementation proposal” supervised in-class hours, or are these done as homework? Also, 3-credit Arts classes are more typically 45 hours. Please confirm that 3 credits and 60 hours are correct.

*These 30 hours would be done as homework (independent work) and likely in meetings with the instructor (on a case by case basis). Yes, the 3 credits and 60 hours are correct.*

- Learning outcome #1: suggest changing “Demonstrate a thorough knowledge of...” to “Explain...” or similar.

*As the core component under consideration is the PACS field of scholarship, demonstrating a thorough knowledge of that field seems to fit better than explaining it; demonstration includes making the connections between key theses and sub-fields in the multi-disciplinary field, which requires more sophistication than explanation, which can be merely a process of identification and a re-production of what has been read, without the depth of the prior approach.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PACS 400

**Number of Credits:** 3 [Course credit policy \(105\)](#)

**Course Full Title:** Conflict Analysis and Peacebuilding Seminar

**Course Short Title:** Conflict & Peace Seminar

**Faculty:** Faculty of Social Sciences

**Department (or program if no department):** Peace and Conflict Studies

### Calendar Description:

This course centers on a major project that analyzes and proposes the implementation of peacebuilding tools related to the community or workplace. The project, and the seminar paper presentations and discussions, are designed to increase self-awareness, and to equip students with vigorous and appropriate communication and peacebuilding skills.

**Prerequisites (or NONE):** 90 university-level credits including PACS 100, PACS 200, PACS 310, GEOG 346, and (one of HSER 120 or CMNS 180), and permission of the PACS Program Coordinator.

**Corequisites (if applicable, or NONE):** None

**Pre/corequisites (if applicable, or NONE):** None

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*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.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours:** 60

### Typical structure of instructional hours:

|                                                      |           |
|------------------------------------------------------|-----------|
| Lecture hours                                        |           |
| Seminars/tutorials/workshops                         | 30        |
| Laboratory hours                                     |           |
| Field experience hours                               |           |
| Experiential (practicum, internship, etc.)           |           |
| Online learning activities                           |           |
| Other contact hours: Project implementation proposal | 30        |
| <b>Total</b>                                         | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 10

**Expected frequency of course offerings**  
(every semester, annually, etc.): annually

**Department / Program Head or Director:** Dr. Steven Schroeder

**Date approved:** November 2016

**Campus-Wide Consultation (CWC)**

**Date of posting:** January 27, 2017

**Faculty Council approval**

**Date approved:** December 2016

**Dean/Associate VP:** Dr. Jacqueline Nolte

**Date approved:** December 2016

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** February 24, 2017

**PACS 400**

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

**Page 2 of 2**

**Learning Outcomes**

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

- Demonstrate a thorough knowledge of the scholarship and peacebuilding methodology in the field of Peace and Conflict Studies
- Advocate for meeting the needs of all people in a conflict scenario, even when confronted with strong opposition
- Demonstrate the ability to select the most effective peacebuilding methods in relation to specific, common conflicts in relationships, the community, and between large groups and nations
- Apply theoretically and in a written proposal, a wide range of peacebuilding methods to a real-life scenario in a major project related to the community or workplace
- Evaluate the projected effectiveness of the applied peacebuilding methods and suggest alternatives in relation to the major project
- Provide constructive feedback on others students' peacebuilding projects
- Work collaboratively and effectively with others

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes components that are unique to the PACS major at UFV.

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

Seminar presentations, discussions, and evaluations

**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)**

|    | <u>Author Surname,<br/>Initials</u>                          | <u>Title (article, book, journal, etc.)</u>                     | <u>Current Ed.</u>                  | <u>Place of<br/>Publication</u> | <u>Year</u> |
|----|--------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------|---------------------------------|-------------|
| 1. | Philpott, D. and Powers, G.                                  | Strategies of Peace: Transforming Conflict in a Violent World   | <input checked="" type="checkbox"/> | Oxford                          | 2010        |
| 2. | Lederach, J.P.                                               | Building Peace: Sustainable Reconciliation in Divided Societies | <input checked="" type="checkbox"/> | Washington                      | 2006        |
| 3. | Sandole, D., Byrne, S., Sandole-Staroste, I., and Senehi, J. | Handbook of Conflict Analysis and Resolution                    | <input checked="" type="checkbox"/> | New York                        | 2009        |
| 4. |                                                              |                                                                 | <input type="checkbox"/>            |                                 |             |
| 5. |                                                              |                                                                 | <input type="checkbox"/>            |                                 |             |

**Required Additional Supplies and Materials (Eg. Software, hardware, tools, specialized clothing)**

**Typical Evaluation Methods and Weighting**

|                |   |               |     |                       |     |            |      |
|----------------|---|---------------|-----|-----------------------|-----|------------|------|
| Final exam:    | % | Assignments:  | %   | Midterm exam:         | %   | Practicum: | %    |
| Quizzes/tests: | % | Lab work:     | %   | Field experience:     | %   | Shop work: | %    |
| Other:         | % | Major Project | 50% | Seminar Presentation: | 50% | Total:     | 100% |

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

**Typical Course Content and Topics**

Specific course content will be determined by the professor at the beginning of the course.

Essential course components include:

1. Development of a major peacebuilding project related to the community or workplace
2. A written proposal for implementation of the peacebuilding plan
3. Presentation of the proposal in a student seminar
4. Evaluation of other students' proposals in the student seminar

**Memo for Program Changes**

**To:** CACC, CAC, and UEC

**From:** Alisa Webb, Associate Dean of Students, and Steven Schroeder, Mennonite Studies Coordinator

**Date:** July 27, 2016

**Subject:** Program change for Mennonite Studies Certificate

**1. Summary of changes (select all the apply):**

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☒ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

**2. Rationale for change(s):**

Launched in 2011, the Mennonite Studies Certificate (MSC) is an interdisciplinary certificate which students can take alongside other learning at UFV. At present, it does not have direct entry and is, therefore, an exit credential. Students take two core courses to provide a foundation in Mennonite history and Mennonite Studies and then choose from a range of electives in order to complete the certificate. The first student graduated with the MSC in 2016.

A variety of students have taken courses that form part of the certificate but, owing to curricular changes and other factors, few students have been able to complete the certificate. One of the core courses and three of the electives are no longer offered. Further, as a result of the pre-requisites on the elective courses, it is difficult for non-degree students to actually take the courses they need.

In revising the MSC, all students can enter the program directly, and all courses in the program are offered annually. Moreover, the program path and 12-month completion timeline render clarity to prospective students and advisors.

The goals in revising the certificate are as follows:

- a. To create a stand-alone certificate with direct entry so as to draw on a wider student base;
- b. To create a foundational certificate which can ladder into other UFV programs, such as the incoming Peace and Conflict Studies Major and Minor;



- c. To create a certificate which blends knowledge acquisition, skill development, and practical application;
- d. To establish a stronger network with Mennonite organizations in the Fraser Valley; and
- e. To provide students with what they need to contribute effectively to relief work, development work, and peacebuilding initiatives in Fraser Valley Mennonite communities.

There are two groups currently drawn to our MENN courses and to the MSC: those interested in learning more about their heritage and those interested in pursuing relief work, work with NGOs, development work, and peacebuilding. The proposed revision emphasizes the desires of the second group of students, working to furnish them with the needed skills and knowledge to successfully work in a variety of Mennonite organizations. Heritage is still present within the certificate, but students wishing to focus more on this piece are encouraged to speak with the coordinator.

Further, there has been demand from the community for this certificate, but community members have faced challenges in completing the certificate; our goal is to be as open as possible with admissions, while also focusing learning at the lower-level so as to avoid the pre-requisite hurdles of the current certificate. Ideally, too, framing the certificate this way will allow it to serve as a recruitment tool for PACS.

The proposed revision emphasizes knowledge acquisition, application of learning, and practical experience. We feel that this triangular approach provides the necessary foundation students need to get started in work with Mennonite organizations, while also providing a glimpse into what else is possible in terms of further learning. In completing the practicum, students will develop a network within the Fraser Valley which they can build on both locally and globally, particularly given Mennonite work abroad.

**3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:**

The MSC did not previously have stated learning outcomes. The revised certificate includes six learning outcomes. These, and the program requirements, align with the ILOs as follows:

| <b>ILOS</b>                           | <b>MSC</b>                                                                                                                                 |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate information competency    | <b>Outcome:</b> Link Mennonite experiences to social, cultural, historical, and religious contexts<br><b>Courses:</b> MENN 100, MENN 300   |
| Analyze critically and imaginatively  | <b>Outcome:</b> Analyze Mennonite perspectives on relief, development, and peacebuilding initiatives<br><b>Courses:</b> MENN 300, PACS 200 |
| Use knowledge and skills proficiently | <b>Outcome:</b> Articulate the origins, history, and development of Mennonite peoples and faith                                            |

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | <p><b>Outcome:</b> Trace the development of Mennonite initiatives in a variety of sectors</p> <p><b>Outcome:</b> Describe Mennonite approaches to relief, development, and peacebuilding work at the regional, national, and international levels</p> <p><b>Outcome:</b> Apply skills and knowledge gained in the classroom in practicum experience with a Mennonite peacebuilding organization;</p> <p><b>Courses:</b> MENN 100, MENN 300, PACS 100, PACS 200, ARTS 280</p> |
| Initiate inquiries and develop solutions to problems | <p><b>Outcome:</b> Evaluate the effectiveness of Mennonite methods in relation to relief work, development, and other peacebuilding initiatives</p> <p><b>Courses:</b> MENN 300, PACS 100, PACS 200, ARTS 280</p>                                                                                                                                                                                                                                                            |
| Communicate effectively                              | Embedded in coursework                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Pursue self-motivated and self-reflective learning   | <b>Course:</b> Embedded in the reflective practice which accompanies completion of ARTS 280                                                                                                                                                                                                                                                                                                                                                                                  |
| Engage in collaborative leadership                   | <b>Course:</b> ARTS 280                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Contribute regionally and globally                   | <b>Course:</b> ARTS 280                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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

PACS 200 devotes three weeks to examining Fraser Valley Indigenous Peoples within the context of conflict and peacebuilding, exploring their experiences, challenges, and context. After further examination of the diverse peoples who populate the Fraser Valley, students conceptualize ways to encourage coexistence and peace.

**5. Will additional resources be required? If so, how will these costs be covered?**

No additional resources required

**6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?**

Because the current MSC is an exit credential, it is difficult to know how many students might be slowly working towards the existing requirements; we suspect there are about 8-10 students currently working towards the certificate. We have added a note to the calendar asking that students who were completing courses under the previous iteration of the certificate contact the program coordinator (Steve Schroeder). We will accommodate those few students who might be caught in the middle of this program change.

**7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?**

The MSC remains at 22 credits. In the past, MENN 100 was required, as was HIST 213. MENN 100 will still be required; HIST 213 is no longer offered as a regularly-scheduled course (IS only). MENN 300, now required, was previously an elective; it is typically offered annually. PACS 100 and 200 are offered annually. The elective options are also offered annually.

The breakdown, therefore, has changed. Previously, the program required 6 credits, with 13-16 credits of electives. Now, the program requires 16 credits, with 6 credits of electives. This is vital to ensuring the students meet the learning outcomes; further it will aid with scheduling and the development of a cohort experience for MSC students.

PLAR is not allowed for MENN 100 and MENN 300 due to the specific, Certificate-related content addressed in these two courses. These courses provide the conceptual framework and the bases for applied work for students enrolled in the Mennonite Studies Certificate.

**8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)**

As the courses are all currently being offered, and as all regularly have space for additional enrolment, no additional resources are needed.

**9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.**

New elective options are:

- ANTH 130 – ANTH offers 4-5 sections of this a year; there is space to accommodate MSC students.
- CMNS 180 – CMNS offers 2 sections annually; there is space to accommodate MSC students.
- GDS 100 – GATE offers 2 sections annually; there is space to accommodate MSC students.
- HIST 120 – HIST offers 2-3 sections annually; there is space to accommodate MSC students.
- HSER 120 – SOWK offers multiple sections annually. There can be challenges with securing space in this course owing to reserves for other programs. The newly-approved PACS major and minor, however, plan to make use of HSER 120, so conversations will take place regarding opening up seats for PACS and MSC students. If, however, this is not feasible, HSER could be removed from the elective options.
- GERM, RUSS, or SPAN – GERM, RUSS and SPAN courses are offered in the Fall and Winter semesters with sufficient space for MSC students.

**10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.**

As all courses are currently being offered, there is no immediate budgetary implication.

**CURRENT CALENDAR COPY:**

## Mennonite Studies certificate

The Mennonite community has played a leadership role in the development of the social, economic, intellectual, and religious life of the Fraser Valley for well over a century. With approximately 25% of the population in Abbotsford identified as currently affiliated with a Mennonite church or having a Mennonite background, the impact of this group is unquestionable.

Whereas Mennonites are widely recognized for their religious commitments and institutions, their numerous other endeavors and achievements have often been overlooked in the broader community. Throughout the Fraser Valley, Mennonites have founded businesses, educational institutions, credit unions and cooperatives, relief and development organizations, and health care facilities. Mennonites are also represented in the public realm, as university faculty, political officials, and in the arts. The interdisciplinary field of Mennonite Studies, which is widely recognized in North American academic work, analyzes the broad experiences of the Mennonite community in terms of its historical and cultural development over the span of five centuries, and relates that examination to the contemporary expression of Mennonite life, in a wide range of contexts.

This 20-credit certificate, which draws its offerings from across a number of UFV Arts disciplines, is designed for students who are considering – or who are currently involved in – careers in teaching, public service, community development, social policy, and church work. Students will develop knowledge and skills that will assist them in developing their careers and pursuing further studies in these areas, as well as in preparing them to be thoughtful, critically informed, and engaged citizens of an increasingly complex world.

### Entrance requirements

New students should apply to **Qualifying Studies**. Students will be required to meet the admissions requirements for the university, as well as meet course prerequisites.

Students currently enrolled in post-secondary programs are required to meet only the course prerequisites.

## Fees and additional costs

See the **Fees and Other Costs** section. Other than the \$25 graduation fee, there are no additional fees for the certificate.

## Program requirements

Students must complete the core program, totaling a minimum of 19 credits from at least 6 courses, as follows:

### Core courses: 6 credits

| Course   | Title                                  | Credits |
|----------|----------------------------------------|---------|
| MENN 100 | An Introduction to Mennonite Studies   | 3       |
| HIST 213 | Mennonite Experience: Origins to 1780s | 3       |

### Four courses from the following electives: 13-16 credits

| Course   | Title                           | Credits |
|----------|---------------------------------|---------|
| ENGL 229 | Mennonite Literature            | 3       |
| HIST 328 | History of Mennonites in Canada | 4       |

|          |                                                              |     |
|----------|--------------------------------------------------------------|-----|
| HIST 393 | Mennonite Experience in Russia, 1780-1980                    | 4   |
| MENN 300 | Mennonite Development and Relief Organizations               | 4   |
| POSC 331 | Western Peace Tradition                                      | 3   |
| GERM     | German Language (101, 102, 201, 202) (see Note 1)            | 3   |
| RUSS     | Russian Language (101, 102, 201, 202, 311, 321) (see Note 1) | 3-4 |
| SPAN     | Spanish Language (101, 102, 201, 202, 301, 302) (see Note 1) | 3-4 |

Note 1: Only one language course may be counted toward the certificate.

Note 2: Directed Studies courses will be considered on a case-by-case basis.

## Residency

Students are required to complete a minimum of 12 credits in courses required for the certificate at UFV.

## Graduation requirements

Students are required to achieve a minimum cumulative GPA of at least 2.5 in all courses applied to the certificate.

## Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main Mennonite Studies page](#)

**REVISED CALENDAR COPY:****Mennonite Studies Certificate**

UFV's Mennonite Studies Certificate provides students with the foundational knowledge and experience required for community work and for participation within regional, national, and/or international Mennonite initiatives. After grounding themselves in the history, perspectives, and diversity of Mennonite peoples, students apply their learning in the field, participating in local experiential learning opportunities within Mennonite organizations. Elective options give students the opportunity to expand their knowledge in particular areas related to their long-term goals. Graduates of the program will be well-situated to continue to participate within Mennonite organizations related to relief work and/or peacebuilding initiatives. Graduates may also apply their credits towards a variety of programs at UFV, including Peace and Conflict Studies.

Please note: Students who were completing courses towards the previous version of the Certificate should contact the Mennonite Studies Coordinator for more information.

**Program Outcomes:**

Upon successful completion of the certificate, students will be able to:

- Articulate the origins, history, and development of Mennonite peoples and faith;
- Link Mennonite experiences to social, cultural, historical, and religious contexts;
- Trace the development of Mennonite initiatives in a variety of sectors;
- Describe Mennonite approaches to relief, development, and peacebuilding work at the regional, national, and international levels;
- Analyze Mennonite perspectives on relief, development, and peacebuilding initiatives; and
- Evaluate the effectiveness of Mennonite methods in relation to relief work, development, and other peacebuilding initiatives.

**Admissions and Entrance Requirements:**

The Mennonite Studies Certificate only accepts students for the Fall semester; there is no intake for Winter or Summer.

**Entrance Option 1:** BC secondary school graduation or equivalent with a minimum C+ in English 12 or equivalent

**Entrance Option 2:** Completion of nine or more post-secondary credits with a CGPA of 2.0 or higher on all post-secondary credits attempted; and, meet Entry-level post-secondary English language proficiency (see <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>)

**Entrance Option 3:** Students who will be 19 years of age or older who do not meet entrance under option one or two should contact the Mennonite Studies Coordinator to seek special permission for entrance. All applicants must meet Entry-level post-secondary English language proficiency (see <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm> )



**Fees and Additional Costs:**

See the Fees and Other Costs section. Books and additional supplies cost approximately \$100 per course.

**Program Requirements: 22 credits**

| Required Courses: 16 credits                                                  |                                                                                 |         |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------|
| Course                                                                        | Title                                                                           | Credits |
| <b>MENN 100</b>                                                               | Intro to Mennonite Studies                                                      | 3       |
| <b>ARTS 280</b>                                                               | Internship<br>The course pre-requisite will be waived for Certificate students. | 3       |
| <b>MENN 300</b>                                                               | Mennonite Development and Relief Organizations                                  | 4       |
| <b>PACS 100</b>                                                               | Introduction to Peace and Conflict Studies                                      | 3       |
| <b>PACS 200</b>                                                               | Conflict Analysis and Peacebuilding in the Fraser Valley                        | 3       |
| Elective Courses: Choose Two from the List (6 credits)                        |                                                                                 |         |
| Course                                                                        | Title                                                                           | Credits |
| <b>ANTH 130</b>                                                               | World Religions                                                                 | 3       |
| <b>CMNS 180</b>                                                               | Intercultural Communication                                                     | 3       |
| <b>GDS 100</b>                                                                | A World of Development                                                          | 3       |
| <b>HIST 120</b>                                                               | Europe 500-1600                                                                 | 3       |
| <b>HSER 120</b>                                                               | Interpersonal Communication                                                     | 3       |
| <b>Any one German, Russian, or Spanish course, 100-level or above</b>         |                                                                                 | 3       |
| Other elective options in consultation with the Mennonite Studies Coordinator |                                                                                 |         |

**Student program path**

Students may complete the certificate within 3 semesters of study. In the Fall semester, students complete MENN 100, PACS 100, and one elective. In the Winter semester, students complete MENN 300, PACS 200, and their second elective. In the Summer semester, students complete their internship.

**Non-UFV Courses:**

UFV students who wish to take courses at another institution for credit towards the Mennonite Studies Certificate must obtain permission in advance from an academic advisor. A letter of permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student. Residency and transfer credit policies apply.

**Policies Relevant to the Mennonite Studies Certificate:**

1. [Course Repeat Policy \(86\)](#): Students may not register for a course more than twice without the permission of the department head/director for the discipline or their designate. All attempts

will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A “W” or “AU” course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

2. [Undergraduate Continuance \(92\)](#): Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.
3. [Transfer Credit \(107\)](#), [Prior Learning Assessment \(94\)](#) and Residency: Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy some of the Mennonite Studies Certificate requirements. They can also earn academic credit through an assessment of prior learning. To meet the residency requirement of the Certificate, students must complete a minimum of 12 of the 22 credits at UFV. Transfer credit and credit through assessment of prior learning do not apply towards residency requirements. For policies on credentials and residence requirements, please see: [http://www.ufv.ca/media/assets/secretariat/policies/Credentials-\(64\).pdf](http://www.ufv.ca/media/assets/secretariat/policies/Credentials-(64).pdf)

**Graduation:**

Students are responsible for ensuring they are eligible to graduate. Students are required to achieve a minimum cumulative GPA of at least 2.5 in all courses applied to the certificate in order to graduate.

Please regularly consult with an academic advisor to ensure you are on track to graduate.

“Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. This should be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30 of each year.”

**Memo for Course Changes**

To: UEC

From: Dr. Kirsten Robertson and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 8, 2016

**Subject: Proposal for revision of BUS 304: Organization Theory and Design**

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: We are in the process of updating all of our School of Business outlines to ensure the calendar description fits the new UEC requirements and that the learning outcomes are current.  
  
Prerequisite change: added 45 university-level credits to ensure students have adequate preparation for the course
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A – language changes primarily
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? This course is relevant to all forms of organizations, including indigenous organizations (both for- and not-for-profit). The course text includes discussion of Canadian indigenous organizations, such as Manitobah Mukluks and Anishinabek Nation, and an integrative case that examines organizational ethics and ‘failure’ in a post-colonial context. Additional cases about indigenous organizations and ways of organizing will be incorporated into the class when available and appropriate to the course content.
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A

- a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: \$150



ORIGINAL COURSE IMPLEMENTATION DATE: October 1996  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> BUS 304                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Organization Theory and Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Organizations have a life cycle: they are born, mature, and die. During their lifespans they may evolve, conflict with, and cooperate with other organizations in an increasingly turbulent global environment. This course will equip students with a variety of analytical tools and perspectives to help them make sense of the organizational world around them.                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | BUS 203 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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):<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 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>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>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 25<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every semester                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC):</b> n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**BUS 304**

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

Page 2 of 3

**Learning Outcomes**

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

- LO1. Describe the internal configuration of organizations
- LO2. Align an organization's mission, goals, strategy, and structure
- LO3. Analyze the task, general, and international environments in which an organization operates
- LO4. Distinguish between competitive and cooperative approaches to interorganizational relationships
- LO5. Identify types of organizational- and departmental-level technologies
- LO6. Implement organizational changes in ways that address internal resistance
- LO7. Assess how organizations make decisions
- LO8. Manage power dynamics and conflict in organizations
- LO9. Work effectively in teams to apply theories of organization to real-world 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)**

Seminars and lectures

**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. Daft & Armstrong        | Organization Theory and Design       | <input checked="" type="checkbox"/> | Nelson    |      |
| 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:                     | 30% | Assignments:        | %   | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:                  | %   | Lab work:           | %   | Field experience: | %   | Shop work: | %    |
| Individual written assignments: | 20% | Team presentations: | 20% | Team cases:       | 10% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

**MODULE 1: Introduction to Organizations (LO1)**

- Definition of organizations
- History of organizational theory
- Perspectives on organizations

**MODULE 2: Developing and Accomplishing an Organization's Purpose (LO2, LO9)**

- Functions of an organizational mission
- Connection between operative goals and organizational missions
- Strategy typologies
- Achieving fit between culture, strategy, and design
- Assessing effectiveness in organizations
- Strengths and weaknesses of different organizational structures

**MODULE 3: Organizations as Open-Systems (LO3, LO4, LO9)**

- Types of environments faced by organizations
- Assessing environmental uncertainty
- Adapting to environmental uncertainty
- Organizations as ecosystems
- Resource dependence
- Institutional view of organizations
- Collaborative organizational networks

Midterm exam (LO1-LO4)

Team presentation (LO4, LO9)

**MODULE 4: Designing Organizations Internally (LO5, LO6, LO9)**

- Core manufacturing and service technologies
- Noncore departmental technologies
- Workflow interdependence
- Stages of the organizational life cycle
- Organizational control strategies

Individual written assignment (LO1-LO6)

Team case (LO5, LO6, LO9)

**MODULE 5: Managing Organizational Processes (LO7, LO8, LO9)**

- Technological, structural, and cultural change in organizations
- Innovation and new product/service development
- Frameworks for organizational decision-making
- Intergroup conflict in organizations
- Sources of power in organizations
- Political processes

Team presentation (LO7)

Final exam (LO5-LO8)

**Memo for Course Changes**

To: UEC

From: Dr. Fiona McQuarrie and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 8, 2016

**Subject: Proposal for revision of BUS 305: Industrial Relations**

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:

- a. Updating the calendar description to more accurately reflect the content and perspectives of the course.
- b. Updating learning outcomes to more accurately reflect the content and perspectives of the course.
- c. Updating evaluation methods to reflect that two simulations are part of the course delivery.
- d. Prerequisites: added 45 university-level credits to ensure students have adequate preparation for the course

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

Changes are not substantial.

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 (see #4 above).

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



Several of the cases used in the course involve indigenous organizations.

7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

None of these have changed.

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

no

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

Textbook is \$130 for print edition, \$65 for e-book.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> BUS 305                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Industrial Relations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An introduction to labour-management relations in the workplace: their institutional and legal framework, the organization and objectives of unions and management, and workplace processes such as collective bargaining and grievance arbitration.                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | BUS 201 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**BUS 305**

**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:

- LO1. Identify the characteristics of the legal and societal context of labour relations in Canada and in British Columbia.
- LO2. Explain the characteristics of the Canadian industrial relations system.
- LO3. Identify the major features of Canada's and British Columbia's labour relations legislation.
- LO4. Identify the parts of labour relations legislation that are relevant to a specific situation, and correctly interpret and apply the legislation.
- LO5. Describe the steps in the process of certification.
- LO6. Participate in the process of collective bargaining.
- LO7. Participate in the process of grievance arbitration.
- LO8. Analyze a labour relations situation such as a grievance or a case before a Labour Relations Board,, and render a decision and resolution based on the case facts and the relevant legal guidelines.

**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, discussions, simulations.

**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. McQuarrie, F.           | Industrial Relations in Canada       | <input checked="" type="checkbox"/> | John Wiley & Sons<br>Canada |      |
| 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:            | 30% | Assignments:            | 20% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:         | %   | Lab work:               | %   | Field experience: | %   | Shop work: | %    |
| Bargaining simulation: | 15% | Arbitration simulation: | 15% | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

The industrial relations framework (LO 1, LO2, LO3)  
 Theories of labour relations (LO 1)  
 History, structure and functions of the Canadian labour movement (LO1, LO2, LO3)  
 Certification (LO4, LO 5)  
 Negotiation and third-party involvement in collective bargaining (LO 2,LO 3, LO4)  
 Bargaining simulation (LO 6)  
 Grievances and arbitration/preparation (LO 2,LO 3)Arbitration simulation (LO 7,)  
 Midterm and final exam (LO3, LO4, LO8)

**Memo for Course Changes**

To: UEC

From: Dr. Fiona McQuarrie, and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 8, 2016

**Subject: Proposal for revision of BUS 307: Selected Topics in Organizational Behavior**

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: Title updated because of typo in original title (“behaviour” was “behviour”)

2. Rationale for change:

- The calendar description has been rewritten to reflect more clearly what might be offered under this course title.
- 45 hours of university-level credit has been added as a pre-requisite to ensure that students are adequately prepared for the academic requirements usually associated with a special topics course.
- The text given as an example of a typical text/resource material is out of print. It has been replaced with a text that is currently available.
- The previous version of the course outline indicated that transfer credit had been awarded for this course. There is no listing for it in the current BC Transfer Guide. Transfer credit (sending or receiving) would likely be assessed on a case-by-case basis depending on the topic of the specific course offering.

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

There were no learning outcomes in the previous version of the course outline. Learning outcomes have been added that reflect the usual outcomes of the course and that relate to the program learning outcomes for the School of Business.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
n/a
5. Which program areas have been consulted about the change(s)?  
n/a
6. What consideration has been given to indigenizing the curriculum?  
The curriculum in each course offering will vary depending on the topic and focus.
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  
The course will only be offered when instructors are available and have a subject suitable for a special topics course. At present the course is not offered regularly.
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
n/a
10. Estimate of the typical costs for this course, including textbooks and other materials:  
Again, this will vary depending on the topic. The textbook given as an example of course resources is priced at \$224 in hardcover and \$71 in e-book format.

**CWC comments and responses:**

- Suggest changing course short title to “Organizational Behaviour”.  
*The short title should not be the title of a different course. BUS 203 is called “Organizational Behaviour”. Hence, we do not intend to change the short title of BUS 307.*
- It is typical to see some examples of course content in a special topics course outline. Can some examples be provided, perhaps based on the textbook that is listed?  
*In a special topic course, there is not typical topic. Hence, the wording “These will vary depending on the subject of the specific course offering” is accurate and should be acceptable.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED: (six years after UEC approval)** February 2023  
**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> BUS 307                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Full Title:</b> Selected Topics in Organizational Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Selected Topics in OB                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Calendar Description:</b><br><br>The specific emphasis of this course will vary depending on faculty interest and relevant issues in organizational behavior. Normally, the course will focus on a specific theory, problem, or issue related to behaviour in organizations, such as attitudes, motivation, or leadership.                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | BUS 203 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <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):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Maximum enrolment (for information only):</b> 25<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> dependent on faculty availability and interests                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

**BUS 307**

**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:

LO1. Describe the characteristics of a specific theory, problem or issue related to behaviour in organizations.

LO2. Assess the relevant research related to the specific theory, problem or issue.

LO3. Conduct primary or secondary research on the specific theory, problem, or issue.

LO4. Express an informed opinion on the specific theory, problem or issue.

**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 and discussions

**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. | Wren. D., & Bedeian, A.G.  | The Evolution of Management Thought  | <input checked="" type="checkbox"/> | Wiley     |      |
| 2. |                            |                                      | <input type="checkbox"/>            |           |      |
| 3. |                            |                                      | <input type="checkbox"/>            |           |      |
| 4. |                            |                                      | <input type="checkbox"/>            |           |      |
| 5. |                            |                                      | <input type="checkbox"/>            |           |      |

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

n/a

**Typical Evaluation Methods and Weighting**

|                       |     |                    |     |                   |     |            |      |
|-----------------------|-----|--------------------|-----|-------------------|-----|------------|------|
| Final exam:           | 30% | Assignments:       | 20% | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests:        | %   | Lab work:          | %   | Field experience: | %   | Shop work: | %    |
| Article/Book Reviews: | 10% | Team Presentation: | 20% | Team Project:     | 20% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

These will vary depending on the subject of the specific course offering (LO1-LO4).

**Memo for Course Changes**

To: UEC

From: Dr. Fiona McQuarrie and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 8, 2016

**Subject: Proposal for revision of BUS 308: Selected Topics in Applied Organizational Theory**

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:

Title: removed “Applied” to be consistent with title of other similar School of Business courses (e.g. BUS 307, BUS 309) and so as not to restrict scope of potential course offerings under this title

Calendar description: wording updated to more accurately reflect intent of course

Prerequisites: added 45 university-level credits to ensure students have adequate preparation for a non-introductory course in this subject area

Frequency of course offering: changed to reflect that course is offered subject to faculty availability and interest

Learning outcomes: there were no learning outcomes in the previous version of the course outline. Learning outcomes have been added to replace the previous wording.

Delivery methods/texts: both updated; text is a book that is in print

Grading: updated to reflect the type of evaluation components that would typically be used in offerings under this course title

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

Learning outcomes were not changed – they were added. The three new learning outcomes fit with the learning outcomes of the School of Business.



4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
n/a
5. Which program areas have been consulted about the change(s)?  
n/a
6. What consideration has been given to indigenizing the curriculum?  
Indigenization of curriculum will depend on topic of specific course offerings.
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering  
No effect on budget, as course will only be offered when faculty are available and interested.
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
n/a
10. Estimate of the typical costs for this course, including textbooks and other materials.  
The textbook listed as an example of course resources is priced at \$30 in paperback and \$87 in hardback.

**CWC comments and responses:**

- Suggest changing short title to "Organization Theory".  
*The short title should not be the title of a different course. BUS 304 is called "Organization Theory and Application" and colloquially referred to as Organization Theory. Hence, we do not intend to change the short title of BUS 308.*
- Both "organization theory" and "organizational theory" are used; should this be consistently one or the other?  
*This is correct. While organization theory is the general term widely used in academia, there are specific theories within the discipline, which normally are referred to as organizational theories.*
- Learning outcome #1: can this be rephrased to remove "understanding of"?  
*As this is a special topics course in which a student needs to demonstrate that they fully grasp one or more organizational theories, there is no better way than using "understand". All other action verbs would be specific to a particular theory and would not support the flexible structure of a special topics course.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1996  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> BUS 308                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Full Title:</b> Selected Topics in Organization Theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Selected Topics in OT                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Calendar Description:</b><br>The specific emphasis of this course will vary depending on faculty interest and relevant issues in organizational theory. Normally, the course will focus on a specific theory, problem, or issue related to organizational theory, such as cultural change, institutional theory, bureaucracy, or power.                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | BUS 304 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <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):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input 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>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> dependent on faculty availability and interests                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |

**BUS 308**
**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:

LO1. Demonstrate, through such means as writing or participation in discussions, an in-depth understanding of one or more topics in organizational theory.

LO2. Differentiate between models used in organizational theory to explain organizational structures or processes.

LO3. Investigate situations or events in organizations using the appropriate organizational theory or theories.

**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, seminars, and discussions.

**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. Grey, C.                | <i>A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Organizations</i> | <input checked="" type="checkbox"/> | Sage      |      |
| 2.                         |                                                                                                | <input type="checkbox"/>            |           |      |
| 3.                         |                                                                                                | <input type="checkbox"/>            |           |      |
| 4.                         |                                                                                                | <input type="checkbox"/>            |           |      |
| 5.                         |                                                                                                | <input type="checkbox"/>            |           |      |

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

n/a

**Typical Evaluation Methods and Weighting**

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

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

These will depend on the topic of the specific course offering (LO1-LO3).

**Memo for Course Changes**

To: UEC

From: Dr. Fiona McQuarrie and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 8, 2016

**Subject: Proposal for revision of BUS 309: Selected Topics in Human Resource Management**

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:

Calendar description: wording updated to more accurately reflect intent of course

Prerequisites: added 45 university-level credits to ensure students have adequate preparation for a non-introductory course in this subject area

Frequency of course offering: changed to reflect that course is offered subject to faculty availability and interest

Learning outcomes: there were no learning outcomes in the previous version of the course outline. Learning outcomes have been added to replace the previous wording.

Delivery methods/texts: both updated; text is a book that is in print

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

Learning outcomes were not changed – they were added. The three new learning outcomes fit with the learning outcomes of the School of Business.

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

n/a

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

n/a

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

Indigenization of curriculum will depend on topic of specific course offerings.

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

No effect on budget, as course will only be offered when faculty are available and interested.

d. Resources required (labs, equipment)

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

n/a

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

The textbook listed as an example of course resources is priced at \$33 as an e-book, \$52 in paperback, and \$121 in hardback.

**CWC comments and responses:**

- Suggest changing short title to "Human Resource Management".  
*The short title should not be the title of a different course. BUS 201 is called "Human Resource Management". Hence, we do not intend to change the short title of BUS 308.*
- Learning outcome #1: can this be rephrased to remove "understanding of"?  
*As this is a special topics course in which a student needs to demonstrate that they fully grasp one or more topics, there is no better way than using "understand". All other action verbs would be specific to a particular topic or theory and would not support the flexible structure of a special topics course.*



ORIGINAL COURSE IMPLEMENTATION DATE: October 2000  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> BUS 309                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Full Title:</b> Selected Topics in Human Resource Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Selected Topics in HRM                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Calendar Description:</b><br><br>The specific emphasis of this course will vary depending on faculty interest and relevant issues in human resources. Normally, the course will focus on a specific theory, problem, or issue related to human resources, such as job analysis, performance management, and employee retention.                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | BUS 201 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <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):<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 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 checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>35</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 35 | Seminars/tutorials/workshops | 10 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| 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> 25<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> dependent on faculty availability and interest                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

**BUS 309**
**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:

LO1. Demonstrate, through such means as writing or participation in discussions, an in-depth understanding of one or more topics or issues related to human resource management.

LO2. Investigate situations or events related to human resource management.

LO3. Assess problems related to human resource management and develop appropriate solutions.

**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)**

To be determined by instructor

**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. Martin, J.              | Key Concepts in Human Resource Management | <input checked="" type="checkbox"/> | Sage      |      |
| 2.                         |                                           | <input type="checkbox"/>            |           |      |
| 3.                         |                                           | <input type="checkbox"/>            |           |      |
| 4.                         |                                           | <input type="checkbox"/>            |           |      |
| 5.                         |                                           | <input type="checkbox"/>            |           |      |

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

n/a

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

**Typical Course Content and Topics**

These will vary depending on the subject of the specific course offering (LO1-LO3).

**Memo for Course Changes**

To: UEC

From: Dr. Jelena Brcic and Dr. Frank Ulbrich, Director, School of Business

Date: November 8, 2016

**Subject: Proposal for revision of BUS 314: Recruitment and Selection**

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

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

2. Rationale for change:

- Six year update and review.
- Prerequisite change: added 45 university-level credits to ensure students have adequate preparation for the course

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

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

5. Which program areas have been consulted about the change(s)? None

6. What consideration has been given to indigenizing the curriculum? Laws governing employment are discussed in the course which include Indigenous groups.

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

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

- a. Credit value
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)



9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: \$120



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2007  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED: (six years after UEC approval)** February 2023  
**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> BUS 314                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Recruitment and Selection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students will learn about employment law, how to construct accurate job descriptions, how to identify and attract qualified candidates, and how to develop reliable and valid techniques for screening and selection. Students will be introduced to theoretical perspectives and contemporary research.                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | BUS 201 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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>BUS 309A, BUS 309D</b><br>Cross-listed with: <b>NA</b><br>Equivalent course(s): <b>NA</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 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; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">33</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 style="text-align: center;">12</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>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 33 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 12 | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Maximum enrolment (for information only): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Fall or Winter                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- LO1. Identify the federal and provincial legislation affecting the processes of recruitment and selection.
- LO2. Describe the process by which an accurate and useful job description is developed.
- LO3. Apply the knowledge of job descriptions to develop job postings and advertisements.
- LO4. Identify appropriate labour markets for recruitment and be able to develop recruitment campaigns targeted to those markets.
- LO5. Create interview strategies based on sound selection principles.
- LO6. Apply common methods of collecting information about job candidates and/or distinguishing between candidates (e.g. testing, reference checks).
- LO7. Critically evaluate the recruitment and selection practices being used by organizations.

**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, student presentation, simulation, online instruction, guest lectures, group learning.

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

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

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

|    | Author (surname, initials)                   | Title (article, book, journal, etc.) | Current ed.                         | Publisher                | Year |
|----|----------------------------------------------|--------------------------------------|-------------------------------------|--------------------------|------|
| 1. | Catano, V.M., Wiesner, W.H., & Hackett, R.D. | Recruitment and Selection in Canada  | <input checked="" type="checkbox"/> | Nelson Education Limited |      |
| 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:    | %   | Assignments:        | 25% | Midterm exam:       | %   | Practicum: | %    |
| Quizzes/tests: | 30% | Lab work:           | %   | Field experience:   | %   | Shop work: | %    |
| Participation: | 10% | Group Presentation: | 15% | Online Assignments: | 20% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

**MODULE 1: Introduction to Recruitment and Selection (LO1-LO7)**

- Social and economic factors affecting recruitment and selection
- Introduction to ethical issues and professional standards
- Best practices in recruitment and selection

**MODULE 2: Foundational Legal Issues (LO1)**

- Non-discriminatory practices
- Human rights legislation
- Accommodation of physical and mental disability
- Proper practice guidelines

**MODULE 3: Job Analysis and Job Descriptions (LO2, LO3)**

- Work and job analysis
- Job analysis interviews and direct observation
- Rating task statements and KSAOs
- Developing task inventories
- Writing job descriptions based on job analysis

**Quiz and Online Assignments (LO1, LO2, LO3)**

**MODULE 4: Strategic Recruitment (LO4)**

- Labour markets and recruitment
- Locating and targeting the applicant pool
- Timing of recruitment initiatives
- Recruitment sources

- E-recruiting
- Evaluating recruiting efforts

Online Assignment (LO4)

MODULE 5: Strategic Selection (LO5, LO6)

- Screening and writing resumes
- Introduction to validity and reliability of assessment testing
- Choosing an appropriate assessment test for the job
- Informational and screening interviews
- Developing a structured interview: situational and behavioural interviews

Quiz and Online Assignments (LO4, LO5, LO6)

MODULE 6: Recruitment and Selection Decisions (LO7)

- Understanding the resistance of statistical approaches to recruitment and selection
- Application of scientific knowledge to recruitment and selection decisions
- Making a reliable and valid decision on who to hire

Group Assignment and Team Presentation (LO1-LO7)

**Memo for Course Changes**

To: UEC

From: Mark Breedveld and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 14, 2016

**Subject: Proposal for revision of BUS 321: Business Marketing**

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:

- Course outline has been updated as part of a department-wide initiative for all third year Business courses.
- Prerequisite change: added 45 university-level credits to ensure students have adequate preparation for the course

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

Learning outcomes contribute towards the BBA program's communications skills and critical thinking skills PLO's.

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

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

6. What consideration has been given to indigenizing the curriculum? Wherever possible indigenous advertising and indigenous company case examples are used to demonstrate key learning outcomes related to cultural differences in buyer behaviours and business practices where applicable.

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

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

- a. Credit value
  - b. Class size limit
  - c. Frequency of offering Bus 321 is already being offered 2X year
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: \$250



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> BUS 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Business Marketing Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>The dollar volume of transactions made by industrial and business buyers is significantly greater than the ultimate consumer market. This course exposes students to the managerial challenges faced by organizations that market products and services to these buyers, emphasizing organizational buying behaviour, business marketing strategy, and supply/distribution chain management.                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | BUS 221 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>37</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>8</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 37 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 8 | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 37        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Maximum enrolment (for information only): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- LO 1. Differentiate between business marketing and consumer marketing strategies and practices.
- LO 2. Analyze business marketing challenges and make recommendations on how they can be resolved using effective business marketing strategies.
- LO 3. Write a range of business communications, including memos, research proposals, progress reports, and industry research reports.
- LO 4. Conduct primary and/or secondary research on business marketing trends within a chosen industry
- LO 5. Demonstrate effectiveness in working as a member of a team.

**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, seminars, simulation and student directed learning.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher                      | Year |
|----------------------------|--------------------------------------|-------------------------------------|--------------------------------|------|
| 1. Hutt, M.D & Speh, T.W.  | Business Marketing Management        | <input checked="" type="checkbox"/> | South-Western Cengage Learning |      |
| 2.                         |                                      | <input type="checkbox"/>            |                                |      |

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

Students may be required to purchase a license for a B2B simulation, such as Markstrat B2B.

**Typical Evaluation Methods and Weighting**

|                    |     |                      |     |                   |     |            |      |
|--------------------|-----|----------------------|-----|-------------------|-----|------------|------|
| Final exam:        | 25% | Assignments:         | 10% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:     | 5%  | Lab work:            | %   | Field experience: | %   | Shop work: | %    |
| Project/Simulation | 30% | Class participation: | 10% | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Students may have the option of writing and presenting an industry research report in lieu of the final exam.

**Typical Course Content and Topics**

**Module 1: The Environment of Business Marketing**

- The marketer's objective
- Business marketing versus consumer marketing: similarities and differences
- Derived demand
- Supply chain management
- Value proposition
- In-class exercise (LO 1)

**Module 2: Managing Relationships in Business Marketing**

- Organizational buying behaviour
- Customer relationship management strategies
- Business models and competitive advantage
- B2B simulation quiz (LO 5)
- Case study assignment (LO 2,3)

**Module 3: Assessing Market Opportunities**

- The segmentation process
- Demand forecasting
- Business models
- B2B simulation performance status report (LO 2,3,5)
- Midterm (LO 1,2)

**Module 4: Formulating Business Marketing Strategy**

- Managing products for business markets
- New industrial product development
- Managing business marketing channels
- Logistics
- Pricing strategies for business markets
- Business marketing communications
- B2B simulation final report (LO 2,3,5)
- Final exam (or industry research report and presentation) (LO 2,4)



**Memo for Course Changes**

To: UEC

From: Mark Breedveld and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 14, 2016

**Subject: Proposal for revision of Bus 322: Advanced Selling**

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:

- Course outline has been updated as part of a department-wide initiative for all third year Business courses.
- Prerequisite change: added 45 university-level credits to ensure students have adequate preparation for the course

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

Learning outcomes contribute towards the BBA program's communications skills and critical thinking skills PLO's.

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

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

6. What consideration has been given to indigenizing the curriculum? New content has been added on using story-telling to persuade and on adapting to cultural buying preferences.

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

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

- a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Students are required to give an off-campus sales presentation at a Fraser Valley location. They must arrange their own transportation and cover their own transportation expenses.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$120



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) February 2023  
**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> BUS 322                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Advanced Selling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This advanced marketing course gives students the knowledge and skills necessary for a successful career in professional selling. Students will participate in the sales process for a local organization, competing against other teams of students to be the top-performing sales team.<br><br>Note: Students with credit for BUS 390K cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | BUS 221 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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>BUS 390K</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>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;">36</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 36 | Seminars/tutorials/workshops | 6 | Laboratory hours |  | Field experience hours | 3 | 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><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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 36        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only): 25</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                    |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

- LO1. Determine their personal sales style
- LO2. Develop a comprehensive prospecting plan
- LO3. Conduct prospecting calls in a professional manner
- LO4. Maintain accurate call records using database software
- LO5. Write a range of business communications, including memos and progress reports
- LO6. Prepare and deliver a professional sales presentation.
- LO7. Demonstrate effectiveness in working as a member of a team
- LO8. Analyze cultural differences in buying behaviour
- LO9. Practice ethical selling

**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, workshops, guest presenters, in-class exercises, role plays, applied project. Students are required to give a sales presentation at an off-campus, Fraser Valley location and must arrange their own transportation.

**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. Blount, J.              | Fanatical Prospecting                | <input checked="" type="checkbox"/> | Wiley     |      |
| 2. Keller, N.              | Make It All About Them               | <input checked="" type="checkbox"/> | Wiley     |      |

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

|                        |     |                            |     |                   |     |            |      |
|------------------------|-----|----------------------------|-----|-------------------|-----|------------|------|
| Final exam:            | 0%  | Assignments:               | 15% | Midterm exam:     | 15% | Practicum: | %    |
| Quizzes/tests:         | %   | Lab work:                  | %   | Field experience: | %   | Shop work: | %    |
| Other: Applied Project | 50% | Other: Class Participation | 20% | Other:            | %   | Total:     | 100% |

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

Module 1: The Role of Sales in the 21<sup>st</sup> Century Enterprise

- The history of modern selling
- The sales process revisited
- Foundations and guidelines for legal and ethical selling
- In-class exercise (LO 9)

Module 2: Prospecting Strategy and Methods

- The sales pipeline: keeping it full
- Traditional vs. online prospecting: choices and strategies
- Preparing a he prospecting plan
- Written Prospecting Plan (LO 2,5,7)

Module 3: Pre-call Planning

- Qualifying prospects using traditional and online information sources
- Choosing, customizing and using a prospecting database
- In-class exercise (LO 4)

Module 4: The Approach

- Productively engaging prospects in person, on the telephone, and online
- Overcoming "call anxiety"
- Determining one's sales style and adapting it to the buyer's
- Assignment (LO 1)
- Midterm (LO 3)

Module 5: The Sales Presentation

- Methods, behaviours, and materials
- Using storytelling to influence, motivate and persuade.
- Closing and following up the sale in a manner that produces results and respects the customer
- Group Sales Presentation (LO 6,7)

Module 6: Globalism and Selling

- Adapting to cultural buying preferences
- Individual Presentation (LO 8)

**Memo for Course Changes**

To: UEC

From: Cindy Stewart and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 14, 2016

**Subject: Proposal for revision of BUS 323: Introduction to Advertising**

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:

- Prerequisite change: added 45 university-level credits to ensure students have adequate preparation for the course

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): No
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)? NA
6. What consideration has been given to indigenizing the curriculum? Wherever possible indigenous advertising and indigenous company case examples are used to demonstrate key learning outcomes related to cultural differences in buyer behaviours and business practices where applicable.
7. If this course is not eligible for PLAR, explain why: NA
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
10. Estimate of the typical costs for this course, including textbooks and other materials: \$200 (textbook).


**ORIGINAL COURSE IMPLEMENTATION DATE:**

April 1993

**REVISED COURSE IMPLEMENTATION DATE:**

September 2017

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

February 2023

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> BUS 323                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3.0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Introduction to Advertising                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Students explore the science and creative technical skills required to design effective advertising, and learn the science skills of creating buyer profiles, product category segmentation, and product differentiation. Then students apply the science into the technical strategies used to create print media campaigns in a variety of formats.<br><br>Note: Students with credit for BUS 223 cannot take this course for further credit.                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | BUS 120 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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>BUS 223</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">5</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: Case Studies</td><td style="text-align: center;">10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours | 5 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Case Studies | 10 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: Case Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only): 25</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**BUS 323**
**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:

- LO1. Explain the role advertising plays in meeting an organization's business/marketing objectives.
- LO2. Create buyer profiles and select a target market.
- LO3. Perform a market situational analysis to develop a product positioning statement.
- LO4. Apply the various tools and techniques used to design and produce advertising for a variety of media including print ads, radio scripts, direct marketing pieces, website copy, and social media tools including Facebook and Twitter.
- LO5. Evaluate the many media choices available to maximize the company's return on marketing spend while meeting its marketing objectives.
- LO6. Explain the roles and responsibilities of the client and the agency when working from a client-driven Creative Brief.

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

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

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

The course pedagogy consists of lectures, field studies, in-class group projects, and assignments.

**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. Moriarty, S. et al.     | Advertising & IMC                    | <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.)**

None

**Typical Evaluation Methods and Weighting**

|                |     |                                           |     |                   |   |            |      |
|----------------|-----|-------------------------------------------|-----|-------------------|---|------------|------|
| Final exam:    | 25% | In class assignments:                     | 10% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 0%  | Lab work:                                 | %   | Field experience: | % | Shop work: | %    |
| Case Analyses: | 30% | Group written assignment and presentation | 35% | Other:            | % | Total:     | 100% |

**Details (if necessary):**
**Typical Course Content and Topics**
**Module One: Defining the Product Target Market**

- Using primary and secondary market research
- Using demographic and lifestyle tracking data
- In-class cases (LO2)
- Creating a customer profile (LO2)

**Module Two: Product and Competitive Positioning**

- Completing a competitive analysis
- In-class cases (LO3, LO4)
- Creating a product USP and BURP diagram (LO3, LO4)

**Module Three: Advertising Layout and Design**

- Creating message design objectives and strategy
- Developing message elements and their application
- In-class cases (LO4)
- Creating a print ad (LO4, LO6)
- Late midterm (LO1, LO2, LO3, LO4, LO5, LO6)

**Module Four: Advertising Planning and Control**

- Media planning and buying
- Completing an advertising audit
- Determining media return on investment In-class cases (LO5)
- Presenting client with media pitch (LO1, LO2, LO3, LO4, LO5)



**Memo for Course Changes**

To: UEC

From: David Dobson and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 8, 2016

**Subject: Proposal for revision of BUS 324: Customer Relationship Management**

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:

- Course has not been reviewed for several years. Review aligns with overall Program Review. Topics need to be updated to reflect the current business education environment and the state of the School of Business at UFV.
- To simplify prerequisites by having just two prerequisites for this course. From the existing prerequisites, we are only keeping BUS 221 and adding BUS 226 as a new prerequisite. Currently, BUS 324 has no quantitative prerequisite. As BUS 324 is a database marketing course and students learn applications of data mining and modeling to perform customer segmentation and profiling, it is expected that students are familiar with basic data analysis. As such, BUS 226 will be a new course prerequisite for BUS 324. We are **omitting** BUS 323 and BUS 328 as there is no significant overlap in material to justify these courses being pre-requisites for BUS 324. BUS 221 remains unchanged as a prerequisite. We are removing BUS 120 as it is a prerequisite for BUS 221. Effective Fall 2010, BUS 223 was discontinued, so we are removing it as a prerequisite.

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

- Learning outcomes have been slightly modified to better reflect the current content of the course. However, overall, there are no changes to the learning outcomes.
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)? N/A
  6. What consideration has been given to indigenizing the curriculum? No change, N/A
  7. If this course is not eligible for PLAR, explain why: Unchanged
  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: Unchanged
    - b. Class size limit: Unchanged
    - c. Frequency of offering: Unchanged
    - d. Resources required (labs, equipment): Three classes will take place in a computer lab.
  9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
  10. Estimate of the typical costs for this course, including textbooks and other materials: \$150



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) February 2023  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|---|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 324                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Customer Relationship Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Customer Relationship Mgmt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>Customer relationship management (CRM) is integral for a successful business in today's competitive environment. This course examines CRM as a corporate business strategy with a focus on the practical application of how customer databases play an important role in retaining and nurturing stronger customer relationships.                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of BUS 221, BUS 223, BUS 323, or BUS 328 (formerly BUS 224). Note: As of January 2018, prerequisites will change to the following: BUS 221 and BUS 226.                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">36</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">9</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 36 | Seminars/tutorials/workshops |  | Laboratory hours | 9 | 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><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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 36        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 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> 25<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

- LO1. Describe concepts and theory of customer relationship management (CRM).
- LO2. Apply CRM as an integral business strategy.
- LO3. Design and manage customer data management to develop sales and marketing strategies.
- LO4. Manage exchanges in customer relationships.
- LO5. Apply multi-channel management to build long-term customer relationships.
- LO6. Analyze the implementation processes of CRM systems.
- LO7. Use analytical tools to conduct CRM data mining project to perform customer segmentation and profiling for an organization.

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

☒ Yes      ☐ No

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

Lecture, CRM case studies, projects, discussion, and hands-on lab sessions.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher | Year |
|----------------------------|--------------------------------------|-------------------------------------|-----------|------|
| 1. Peelen, E.              | Customer Relationship Management     | <input checked="" type="checkbox"/> | Pearson   |      |

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

A calculator approved by the UFV School of Business. (See the UFV School of Business website).

**Typical Evaluation Methods and Weighting**

|             |     |                      |     |               |     |                |      |
|-------------|-----|----------------------|-----|---------------|-----|----------------|------|
| Final exam: | 20% | Assignments:         | 10% | Midterm exam: | 20% | Quizzes/tests: | 10%  |
| Project:    | 30% | Class participation: | 10% | Other:        | %   | Total:         | 100% |

**Details (if necessary):** Research Project

**Typical Course Content and Topics**

Module 1: Introduction to CRM

- Customer-supplier relationships
- CRM building blocks
- Assignments (LO 1)

Module 2: CRM strategy and organization

- Formulate the CRM strategy
- Create relationship-oriented organizations
- Assignments (LO 2)

Module 3: Customer intelligence

- Transform relationship data into customer knowledge
- Data mining to create customer segments
- Customer retention analysis
- Assignments (LO 3)

Midterm (LO 1-3)

Module 4: Exchanges in customer relationships

- Customer value proposition
- Relationship policy
- Assignments (LO 4)

Module 5: Channels management

- Integrating multichannel
- Personal selling and online marketing to build customer relationships
- Assignments (LO 5)

Module 6: Implementation of CRM systems

- Overview of CRM systems
- CRM project management
- Assignments (LO 6)

Module 7: Conduct CRM Data Analysis

Semester-long CRM data mining project (LO 1-7)

Final Exam (LO 1-7)

**Memo for Course Changes**

To: UEC

From: Kim Milnes and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 8, 2016

**Subject: Proposal for revision of BUS 325: Digital Marketing**

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:

- a. Course title: More reflective of the current market terms (Digital Marketing vs Emarketing)
- b. Calendar description: Minor changes to align with shorter description requirements, addition of new field i.e. mobile marketing
- c. Pre-requisites: Original pre-requisites were designed to encourage 3<sup>rd</sup> year BBA or CIS students but new pre-requisites will encourage more 3<sup>rd</sup> year level students across all disciplines with some marketing knowledge to take the course. Added 45 university-level credits to ensure students have adequate preparation for the course.
- d. Texts and resource materials: Text changed to use online text since it is updated twice annually which is critical for the fast paced subject area. Changed the resource materials to reflect the use of a digital marketing simulation.

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

- a. Learning outcomes updated to include more appropriate verbs from Bloom's Taxonomy
- b. One learning outcome now includes specific reference to teamwork which is a component of the BBA learning outcomes. The project for this course was always team based but the use of teamwork is now noted in a learning outcome.

- c. Addition of ethical considerations as a learning outcome. This content was taught in the course but is now highlighted to align with program learning outcomes.
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - a. Not required but removal of course specific pre-requisites may allow more Business minor students to take this course.
- 5. Which program areas have been consulted about the change(s)?
  - a. School of Business Marketing Area
- 6. What consideration has been given to indigenizing the curriculum?
  - a. Students are encouraged to pursue indigenous client organization for the term project.
- 7. If this course is not eligible for PLAR, explain why:
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
    - a. This has changed from every term to annual but the number of sections offered per budget year will be unchanged therefore there is no budget impact
  - d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
- 10. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. Textbook \$50 USD
  - b. Simulation \$50 USD



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2007  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) February 2023  
**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> BUS 325                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Digital Marketing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>Learn how to leverage the power of the internet to make strategic and tactical marketing decisions. This course examines the most current theories and practical techniques in the field of digital marketing, including such topics as digital display advertising, search engine marketing, e-mail marketing, web analytics, mobile marketing, and social media.                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | BUS 120 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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>BUS 390G</b><br>Cross-listed with:<br>Equivalent course(s): <b>BUS 390G</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 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 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; margin-top: 5px;"> <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;">15</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops |  | Laboratory hours | 15 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 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): 25</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**BUS 325**

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

**Page 2 of 3**

**Learning Outcomes**

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

- LO1 Explain how existing and emerging digital marketing platforms, technologies and techniques can be used to strengthen an organization's relationship with its customers.
- LO2 Apply a variety of digital platforms and techniques (such as online media, search engine marketing, email marketing, social media, mobile marketing) in real world marketing situations.
- LO3 Demonstrate how to measure and calculate the effectiveness of digital marketing decisions.
- LO4 Formulate integrated digital marketing strategies for products and services by working as a team to create a digital marketing plan for an actual client organization.
- LO5 Discuss ethical, and privacy issues as they relate to digital content and usage.

**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, lab exercises using tools, simulation (for paid search ads), client project (with student presentation)

**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. Larson, J & Draper, S.  | Digital Marketing Essentials         | <input checked="" type="checkbox"/> | Stukent   |      |
| 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.)**

Lab setting with internet connection, Mimic Simulation (web based simulation) by Stukent, internet access,

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | %   | Assignments: | 10% | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests: | 35% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Simulation     | 20% | Project:     | 25% | Participation:    | 10% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Module 1 Introduction

- How the internet affects marketing
- The impact of the internet on 4Ps

Module 2 Search Engine Marketing

- Organic
  - Optimizing content for search
  - Creating inbound links
- Paid
  - Creating paid search ads
  - Understanding the bidding process
  - Understanding Quality Score
  - Other factors affecting Adrank
- **Assignments (LO2)**

Module 3 Online Analytics

- Understanding page tagging process and how information is collected
- Understanding what information is collected and what it means
- Calculating conversion rates and other key measures

• **Assignments (LO2)**

**Exam 1 (LO1, LO2, LO3, LO5)**

**Digital Marketing Simulation (LO2, LO3)**

Module 4 Email Marketing

- Understanding the email development process
- Measuring the effectiveness of your email
- **Assignments (LO2)**



**Module 5 Social Media Marketing**

- Developing social media content
- Advertising on social media
- **Assignments (LO2)**

**Exam 2 (LO1, LO2, LO5)****Module 6 Digital Display Advertising**

- Using ad networks
- Understanding online ad targeting and formats
- **Assignments (LO2)**

**Module 7 Mobile Marketing**

- Analyzing the unique characteristics and challenges of mobile marketing
- Developing mobile advertising
- **Assignments (LO2)**

**Exam 3 (LO1, LO2)****Project (LO2, LO3, LO4, LO5)**

**Memo for Course Changes**

To: UEC

From: Cindy Stewart and Dr. Frank Ulbrich, Director, School of Business

Date: Nov. 14, 2016

**Subject: Proposal for revision of BUS 328: Retail Management**

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: *Change in pre-requisites is designed to prevent first and second year students from taking BUS 328 before they are in their third year of studies.*
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? NA
6. What consideration has been given to indigenizing the curriculum? *Wherever possible indigenous advertising and indigenous company case examples are used to demonstrate key learning outcomes related to cultural differences in buyer behaviours and business practices where applicable.*
7. If this course is not eligible for PLAR, explain why: NA
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) *How are the trips funded? All field trips are local, within a 10 minute drive of UFV-Abbotsford campus. Any travel costs are paid by students and they are responsible for arranging their own transportation to the field trip location.*
10. Estimate of the typical costs for this course, including textbooks and other materials: \$710



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) February 2023  
**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> BUS 328                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3.0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Retail Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Students explore the complex world of retail and e-tail channel management strategies from the perspective of a new retail store. Starting with defining its buyer, students develop a retail strategy using product mix, branding, the physical and e-tail store appearance, site selection, inventory purchasing and pricing, staffing, advertising and promotion, and customer loyalty programs.<br><br>Note: Students with credit for BUS 224 cannot take this course for further credit.                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | BUS 120 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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>BUS 224</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">5</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: Case studies</td><td style="text-align: center;">10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours | 5 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Case studies | 10 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: Case studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> /Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |    |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

LO1. Construct a retail concept strategy that reflects the competitive environment of the retail sector being entered.

LO2. Apply the tools used to facilitate decisions about product assortment and selection.

LO3. Demonstrate the ability bring the store concept to life including site selection, supplier selection, staffing, inventory management and financial planning and control.

LO4. Develop a retail experience strategy including branding and store /website atmospherics and merchandise displayLO5. Defend the importance of branding, brand management, customer loyalty initiatives, and marketing ethics to enhance brand equity and financial returns for the shareholders

**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 is primarily a case-based learning course. Lectures, in-class case problem solving, group case assignments, and presentations.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher     | Year |
|----------------------------|--------------------------------------|-------------------------------------|---------------|------|
| 1. Levy, M.                | Retailing Management                 | <input checked="" type="checkbox"/> | McGraw – Hill |      |
| 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.)**

NA

**Typical Evaluation Methods and Weighting**

|                |     |                                            |     |                   |     |            |      |
|----------------|-----|--------------------------------------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments:                               | %   | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests: | %   | Lab wrk:                                   | %   | Field experience: | 10% | Shop work: | %    |
| Case Analyses  | 25% | Group written assignment and presentation: | 35% | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Module One: Defining Your Buyer and Product

Defining the industry of Retailing; planning your product offering; assortment and selection (LO1, LO2)

Fieldtrip1: Assortment and Selection (LO2)

Fieldtrip2: (Buyer tracking) (LO2)

Module 2: Defining Your Retail Concept

Store Design; strategy audit; Business Location Strategy; property acquisition strategies(LO3)

Fieldtrip3: Layout (LO3)

Module 3: Implementation

Inventory Management & Control ; merchandise acquisition strategy, production management strategy, pricing strategy, HRM, customer experience management (LO3, LO4, LO5)

Class Assignment: Rif tags – what is in it for Retailer?

Class Assignment: Produce vs. Outsourcing(LO4)

Late Midterm (LO1-LO5)

Term Presentations (LO1-LO5)

**Memo for Course Changes**

To: UEC

From: Cyrus Chaichian and Dr. Frank Ulbrich, Director, School of Business

Date: November 14, 2016

**Subject: Proposal for revision of BUS 360: International Air Transportation**

1. Summary of changes:
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description (Reduced number of words)
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes (Combined to reduce to 6)
  - ☐ 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:
  - To fit the new template and required length of course description and outcome.
  - Added 45 university-level credits to ensure students have adequate preparation for the course
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Combined to reduce to 6 and no substantial changes.
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)? N/A
6. What consideration has been given to indigenizing the curriculum? Content will be adapted where applicable.
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No
10. Estimate of the typical costs for this course, including textbooks and other materials: \$150



ORIGINAL COURSE IMPLEMENTATION DATE: September 1997  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> BUS 360                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> International Air Transportation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Int'l Air Transportation                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An overview of the development of air transportation systems and their impact on the global economies, this course examines the role of government regulators and industry associations influencing emerging air transportation trends. Students are introduced to major political, social, cultural, economic, and technological forces affecting the global air transportation industry.                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | BUS 100 and 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 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 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



**BUS 360**
**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:

- LO1. Analyze the aviation/aerospace industry and its characteristics and economic magnitude.  
 LO2. Evaluate the main current and anticipated trends impacting the global, national, and regional airline industry.  
 LO3. Contrast the arguments for and against the deregulation of the airline industry.  
 LO4. Evaluate economic characteristics of the airline industry and their contribution to general economic conditions.  
 LO5. Assess the role and future trends of air cargo.  
 LO6. Interpret sovereignty of airspace, including the eight freedoms of the air.

**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)**

Instructional methods include lecture, group projects, practice sessions, and research. May also include industry guest speakers.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)                | Current ed.                         | Publisher | Year |
|----------------------------|-----------------------------------------------------|-------------------------------------|-----------|------|
| 1. Wensveen, J. G.         | Air Transportation: A Management Perspective        | <input checked="" type="checkbox"/> | Ashgate   |      |
| 2.                         | Government and Industry Statistics and publications | <input type="checkbox"/>            |           |      |
| 3.                         |                                                     | <input type="checkbox"/>            |           |      |
| 4.                         |                                                     | <input type="checkbox"/>            |           |      |

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

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 40% | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | 10% | Total:     | 100% |

**Typical Course Content and Topics**

Module 1- Aviation Overview, History, and Structure (LO 1 - 6)

- The Airline Industry: Trends, challenges, and strategies.
- Stages of development impacting the airline industry.
- Aviation: An overview.
- Historical perspective.
- Air transportation regulators and associations.
- The general aviation and its support industry.

Test and Project (LO 1 - 6)

Module 2- Economic Characteristics, Passenger and Cargo (LO 4 - 5)

- Economic characteristics of the airlines. (LO 4)
- Air cargo today and the future. (LO 5)

Test and Project (LO 4 - 5)

Module 3- The International Scene (LO 1 - 6)

- International aviation: The question of sovereignty, globalization, and future challenges.
- The major provisions of the Paris convention.
- The articles of the Chicago conference, and the major purpose of the International Civil Aviation Organization.
- Movements toward globalization, airline alliances, and airport alliances.
- New business models.

Test and Project (LO 1 to 6)

**Memo for Course Changes**

To: UEC

From: Kim Milnes and Dr. Frank Ulbrich, Director, School of Business

Date: November 18, 2016

**Subject: Proposal for revision of BUS 425 Marketing Strategy**

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 is a required capstone course for the Marketing Major in the School of Business. After consultation with the Marketing area within the School of Business, it was determined that BUS 327 Consumer Behaviour was not a required pre-requisite for the class and inclusion of this pre-requisite was deterring students from completing the Marketing Major therefore the requirement of BUS 327 was removed as a pre-requisite and 75 credits was added to ensure the proper level of preparation for the course since this is intended as a 4<sup>th</sup> year capstone course.
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
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)? School of Business Marketing area
6. What consideration has been given to indigenizing the curriculum? Students are encouraged to consider indigenous client organization for the marketing strategy project
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
10. Estimate of the typical costs for this course, including textbooks and other materials:
- a. \$160 textbook

**CWC comments and responses:**

- Prerequisites: 75 credits is a relatively unusual number; would 60 credits be sufficient?

*BUS 425 is a capstone course in the Marketing major. This course is usually taken in the student's last semester (i.e., within the 105+ credit range). Normally, we would require at least 90 credits before taking a 4th year capstone course. There are, however, practical reasons why this has been reduced to 75 credits:*

1. *BUS 425 is only offered annually*
2. *Students register for their fourth-year courses while still completing their sixth semester. Students do not meet that 90-credit requirement while in semester 6.*
3. *Occasionally, based on instructor availability BUS 425 might be offered in semester 7. Then waivers would have to be entered manually to allow students to register.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1995  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> BUS 425                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Marketing Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>Students will integrate all the marketing skills they have acquired to create a client-driven strategic marketing plan, including developing product positioning, a communication strategy, profitability forecasts, an implementation schedule, and a comprehensive set of marketing metrics to track an organization's success.</p>                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | BUS 321 and 75 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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):<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 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>30</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>0</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: Case Studies</td> <td>15</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours | 0 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Case Studies | 15 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 0         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Case Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |   |                                            |  |                            |  |                                   |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**BUS 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:

- LO1. Assess the competitive environment of product category
- LO2. Develop buyer profiles to select a target market
- LO3. Assess the fit between brand, product, pricing, and channel management strategies
- LO4. Assess the profitability of a product in a marketplace
- LO5. Prepare a comprehensive marketing plan document for a client organization
- LO6. Prepare an implementation schedule

**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, field studies, case studies, client driven student projects, and presentations.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher   | Year |
|----------------------------|--------------------------------------|-------------------------------------|-------------|------|
| 1. Cravens, D & Piercy, N. | Strategic Marketing                  | <input checked="" type="checkbox"/> | McGraw Hill |      |
| 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:        | 35% | Assignments:       | %   | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests:     | %   | Lab work:          | %   | Field experience: | %   | Shop work: | %    |
| Case Presentation: | 20% | Marketing Strategy | 35% | Participation:    | 10% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Module 1: Strategic Marketing Overview

Module 2: Markets, Segments and Customer Value

Case Studies (LO1, LO2)

Module 3: Designing Market-Driven Strategies

Case Studies (LO3)

Module 4: Market-Driven Program Development

Case Studies (LO4)

Module 5: Implementing and Managing Market-Driven Strategies

Case Presentation (LO1 - 6)

Strategic Marketing Plan (LO5 - 6)

Final Exam (LO1 - 4)

**Memo for New Course**

To: UEC  
From: Dr. Frank Ulbrich, Director, School of Business  
Date: October 2, 2016  
**Subject: BUS 493 – Case Competition**

1. Rationale for new course:
  - a. The School of Business selects and sends BBA students to represent UFV in regional and national case competitions, ranging from accounting and finance to strategic management. To adequately train students for these competitions, a course is needed to equip students with the skills and experience to solve business cases and present solutions to a panel of experts.
2. How this new course fits into program(s):
  - a. The proposed new course can be taken as an upper-level elective in the BBA program. No program change is required.

***Note:** Adding this course to a program will usually require a program change request.*

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):
  - a. The BBA program has six distinct program learning outcomes:
    - i. Use business knowledge and skills; they apply business discipline knowledge and skills to problems in an analytical, imaginative, and integrative manner (PLO1)
    - ii. Think critically and embrace complexity; they seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems (PLO2)
    - iii. Use numbers and technology; they effectively apply their mathematical, statistical data analysis, management science, and IT skills to make evidence-based decisions (PLO3)
    - iv. Demonstrate leadership and communication skills; they effectively work in teams, are able to lead them, and communicate professionally in all means of expression (PLO4)
    - v. Apply an ethical perspective and are good global citizens; they reflect on ethical issues in a business environment based on personal and corporate social responsibilities (PLO5)
    - vi. Reflect on international aspects; they recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences (PLO6)
  - b. The proposed course aligns with all six PLOs, preparing the students to develop their discipline knowledge, soft skills, analytical abilities, etc. Working in teams, they develop

strong leadership skills and are expected to come up with relevant solutions, respecting ethical and corporate responsibility aspects.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
  - a. No
5. Which program areas have been consulted about the course?
  - a. None
6. If a new discipline designation is required, explain why:
  - a. N/A
7. What consideration has been given to indigenizing the curriculum?
  - a. As part of recognizing cultural differences, students will be exposed to some cases that includes First Nations context. Through this, students will develop their awareness of indigenous aspects.
8. If this course is not eligible for PLAR, explain why:
  - a. N/A
9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value
    - a. N/A
  - b. Class size limit
    - a. Class size is limited to 25 students. However, due to the nature of different competitions, different topics will be offered within the course using different letters in the course name. For example, students who intend to participate in a CFA (finance) competition will take letter "F" while students who intend to participate in a CPA (accounting) competition will take letter "A". It is envisioned that the case completion course will be offered to specific groups as a directed studies course. Nonetheless, it is also intended to offer a regular section for up to 25 students on general case competition (letter "G") to prepare for non-specific general case competitions.
  - c. Frequency of offering
    - a. Annually; directed studies sections are offered on demand
  - d. Resources required (labs, equipment)
    - a. N/A
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

- a. N/A. Field trips, i.e. actual participation in a case competition is not part of this course. This course only prepares students for participation.

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

- a. Textbooks and teaching cases are approx. \$200
- b. Students need access to Microsoft Office. A four-year subscription of MS Office 365 University is currently \$90 and can be used in other courses as well
- c. Students need to wear business attire for their presentations. It is expected that a student in the BBA program already has access to this, hence, it should not trigger any additional costs.

**CWC comments and responses:**

- Would "Special Topics in Case Competition" be appropriate as a title?  
*The memo for this course states that "it is also intended to offer a regular section for up to 25 students on general case competition (letter "G") to prepare for non-specific general case competitions." Hence, including "special topics" in the title would not be appropriate.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2023  
 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> BUS 493                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Case Competition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>This course provides students with analytical and presentation skills needed to make evidence-based decisions for real-life business problems and excel in case competitions. Students learn to solve time-sensitive business problems and defend their recommendations to a panel of judges.                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Admission to the Bachelor of Business Administration and 75 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <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):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</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>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input checked="" type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 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> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> January 20, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |

**BUS 493**

**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:

- LO1. Work effectively in a team.
- LO2. Critically analyze real-life business cases.
- LO3. Develop novel and implementable recommendations to solve a real-life business problem.
- LO4. Prepare compelling presentations.
- LO5. Defend to a panel of judges why their solution is the most appropriate.
- LO6. Participate in a case competition.

**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)**

Teaching cases, presentations, peer-evaluation.

**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. Mauffette-Leenders, L. A., Erskine, J. A., and Leenders, M. R. | Learning with Cases                                                              | <input checked="" type="checkbox"/> | Leenders and Associates     |      |
| 2. Ellet, W.                                                      | The Case Study Handbook: How to Read, Discuss and Write Persuasively About Cases | <input checked="" type="checkbox"/> | Harvard Business Publishing |      |
| 3.                                                                | IVEY cases                                                                       | <input type="checkbox"/>            |                             |      |
| 4.                                                                | Harvard Business cases                                                           | <input type="checkbox"/>            |                             |      |
| 5. Weissman, J.                                                   | Presenting to Win: The Art of Telling Your Story                                 | <input checked="" type="checkbox"/> | Pearson FT Press            |      |

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

(1) Access to Microsoft Office suite and (2) business attire

**Typical Evaluation Methods and Weighting**

|                |     |               |     |                    |     |            |      |
|----------------|-----|---------------|-----|--------------------|-----|------------|------|
| Final exam:    | %   | Assignments:  | %   | Midterm exam:      | %   | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:     | %   | Field experience:  | %   | Shop work: | %    |
| Participation: | 30% | Presentation: | 30% | Term paper/report: | 40% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Module 1 – Identifying the problem (LO1, LO2)

- Learning by the case method; how to study and discuss cases
- Avoiding getting lost in numbers
- Dealing with uncertainty and missing information

Module 2 – Developing a solution (LO1, LO3)

- Applying different perspectives to a problem
- Brainstorming and evaluating different solutions
- Developing a strategy for solving a business problem

Module 3 – Presenting your ideas (LO1, LO4–6)

- Presenting ideas in words; how to write a convincing report
- Developing compelling presentations
- Presenting findings to a larger audience and a panel of judges
- Participating in a case competition

**Memo for Program Changes**

To: UEC

From: School of Business Curriculum Committee

Date: October 4<sup>th</sup> 2016

**Subject: Business Administration Diploma**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☒ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: Editorial Changes

2. Rationale for change(s):

For editorial changes the goal is clarification of information. In particular, the current calendar copy template has been used and copy that could be replaced by dynamic links to general sections in the calendar have been introduced instead of repeating (often outdated) information within the program calendar copy. Graduation requirements have been clarified too.

Changes to the duration of the program are proposed. Currently, the Business Administration diploma can be completed within up to seven years. The change to the maximum time allowed to complete the program reduces the allowed time to four consecutive academic years (or twelve semesters), which – for part time students – is three times the length required by a full-time student who studies five courses per semester. This change not only strengthens the currency of the program, but also allows students to easier transition into a part-time BBA program.

Graduation requirements have been simplified and clarified to adjust to the above. The number of years to complete the program need to be reflected in the graduation requirements.

Change to the residency requirements are proposed to ensure that a graduate from the business administration diploma program has received a business education at UFV. Currently the general 25% rule allows a student to take their non-business courses at UFV and transfer in business courses from other institutions. In an extreme case, a student could potentially graduate with a business administration diploma from UFV without taking any business course at UFV. (They could take ENGL 105, MATH 140, STAT 106, CMNS 125, and a non-business elective to fulfill their residency

requirement.) It is strongly felt that at least 25% of the program taken at UFV should be business and/or economics courses at UFV, hence, the proposed change.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
  
There will be no impact on current students.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

**Business Administration diploma**

Comment from UEC Screening Subcommittee:

- Is there evidence to support the current length of the program being problematic, such as time to completion data?

---

**From:** Frank Ulbrich

**Sent:** February-08-17 11:19 AM

**Subject:** Re: BUS Admin Diploma

In response to the comments from the UEC Screening Subcommittee,

The current calendar copy allows students seven years to complete their business administration diploma program which has proven problematic in the past for one main reason: With an increased number of students in the diploma program aiming at completing a BBA degree, a part-time student has currently seven years to complete the diploma program but must then complete the remaining BBA requirements (an equal workload; year three and four in a full-time program) in only three years to meet the graduation requirement of courses not being older than ten years. This means that a student has less than half of the time to complete the BBA portion than they had to complete their Diploma program.

Further, we argue that the program length is not changing per se. In particular, the seven-year option was always indented to be a part-time option in the diploma program. This option stems from a time in which courses were only offered in the fall and winter semesters respectively. It allowed part-time students to complete their studies in 14 semesters. The School of Business now offers all BUS Diploma program courses in all three semesters. A student who studies part-time, taking courses in all three semesters, and starts their program in fall, will have completed 14 semesters by the end of the winter semester, five years after their start. Hence, a change to allow a maximum of five years is not a change to the time to completion but an administrative adjustment, taking into account that the program offering has changed and is now more flexible than before.

Further reducing the normal time to completion to four years rather than five is in response to UFV's strategic enrolment goals as it is widely believed that reducing the number of years will contribute to less attrition. From the SEM plan, it is known that the attrition rate for part-time students is much higher than that of full-time students (UFV SEM plan, 2014, p. 19). Hence, by reducing the total number of years to four we aim to have more students complete their studies on time. At the same time we still allow for flexibility if circumstances prohibit students to complete their program in eleven semesters. They would still have the option to do so in the original length of the program, i.e. 14 semesters (see above).

We also argue that the graduation requirements have been simplified and clarified to adjust to the above. The number of years to complete the program need to be reflected in the graduation requirements.

The proposed change to the residency requirements are proposed to ensure that a graduate from the diploma program has received business education at UFV. Currently the general 25% rule allows a student to take their non-business courses at UFV and transfer in business courses from other

institutions. In an extreme case, a student could potentially graduate with a business administration diploma from UFV without taking any business course at UFV. (They could take ENGL 105, MATH 140, STAT 106, CMNS 125, and a non-business elective to fulfill their residency requirement.) It is strongly felt that at least 25% of the program taken at UFV should be business and/or economics courses at UFV, hence, the proposed change.

As we are committed to encouraging participation in and completion of post-secondary education (cf. UFV SEM Plan, 2014, p. 39), and we see the proposed change as a viable strategy to support the institution in meeting their goals for retention and graduation (cf. Section 5.7, UFV SEM Plan, 2014), we argue that the proposed changes are in the best interest of our students and UFV.

The calendar copy and memo will be updated in conjunction with responding to the other CWC comment submitted by Elaine Harris.

Regards,

Frank

Academic Calendar Fall ~~2016~~2017

School of Business

[ufv.ca/business](http://ufv.ca/business)

## **Business Administration diploma**

The two-year diploma program is designed to give graduates a solid educational background on which to build a business career. The Business Administration diploma program develops practical skills in writing, mathematics, and computing, along with an understanding of fundamental principles in the areas of marketing, accounting, economics, and management. By carefully selecting their courses, diploma students can meet the admission requirements of the BBA as well as the prerequisites for upper-level business courses.

### **Entrance requirements**

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

- B.C. secondary school graduation, or equivalent.
- Prerequisites for **MATH 140**.
- Prerequisites for **ENGL 105**.

Option 2: University entrance (for applicants who have completed at least nine post-secondary credits at a recognized post-secondary institution~~for students who have attended some post-secondary school~~)

- Prerequisites for **MATH 140**.
- Prerequisites for **ENGL 105**.
- A minimum of nine post-secondary credits with a minimum CGPA of 2.0 based on all courses attempted
- Minimum cumulative GPA of 2.0 on all courses applicable to the Business Administration diploma.

All students entering this program are expected to be computer literate. This means knowing how to run programs from a Windows environment, and having basic Internet, word processing, and spreadsheet skills.

~~-~~Students who do not meet the Business Administration diploma admission requirements might consider Qualifying Studies and/or meeting with a UFV academic advisor.

- ~~• B.C. secondary school graduation, or equivalent.~~
- ~~• Prerequisites for MATH 140.~~
- ~~• Prerequisites for ENGL 105.~~

~~All students entering this program are expected to be computer literate. This means knowing how to run programs from a Windows environment, and having basic Internet, word processing, and spreadsheet skills.~~

~~Students who have completed certificate or one-year programs such as the Administration certificate will receive credit for completed courses that are in the diploma, conditional on meeting residency and grade requirements.~~

~~Qualifying Studies allows students who do not currently meet diploma entry requirements to upgrade their qualifications for future admission.~~

## **When to apply**

~~Applications are accepted for entrance to the fall semester only.~~ Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see the Specific intake application process section.

## **How to apply**

Apply online at [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply).

You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

See Admission to UFV programs for more information

~~1. Apply online at:~~

### **Additional documents required for a complete application:**

~~Official transcripts of all post-secondary institutions attended showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.~~

~~The following must be included:~~



- ~~a. Official transcript from high school~~
- ~~b. B.C. English 12 or equivalent with a minimum C+ (i.e. evidence of having completed the prerequisites for ENGL 105; see Note)~~
- ~~Evidence of successful completion of the prerequisites for MATH 140~~B.C. secondary school graduation or equivalent
- ~~d. B.C. secondary school graduation or equivalent~~

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

2. ~~Upon admission, you will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.~~

3. ~~Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.~~

## **Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

## **Fees and additional costs**

~~See the Fees and Other Costs section.~~ section.

~~Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry compatible computer.~~

## **Program duration and total number of credits**

~~Normally, diploma students complete the program. The Business Administration diploma program is normally completed within two years of study, by taking~~ completing ten courses per calendar year.

A reduced course load is permitted. Students are allowed up to four consecutive academic years to complete program requirements.

The Business Administration diploma program consists of a minimum of 60 credits.

## Length and Location

Abbotsford. Courses may also be offered at the Chilliwack and Mission campuses.

~~Students can complete the diploma program in two years if they take five courses each fall and winter semester.~~

~~A reduced course load is permitted but will result in a longer period of time needed for program completion. The department requires the diploma to be completed within seven years.~~

A reduced course load is permitted but will result in a longer period of time needed for program completion. The full diploma program is offered at both the Abbotsford and Chilliwack campuses. Most of the first year of the diploma program is offered at the Mission campus. All students should expect to travel between campuses during their program.

## Program outline

### First year

#### Semester I

| <u>Course</u>          | <u>Title</u>                                           | <u>Credits</u> |
|------------------------|--------------------------------------------------------|----------------|
| <u>BUS 100</u>         | <u>Introduction to Business</u>                        | <u>3</u>       |
| <u>BUS 160/CIS 110</u> | <u>Computerized Business Applications and MIS</u>      | <u>3</u>       |
| <del>ENGL 105</del>    | <del>Academic Writing</del>                            | <del>3</del>   |
| <u>ECON 100</u>        | <u>Principles of Microeconomics</u>                    | <u>3</u>       |
| <del>ENGL 105</del>    | <del>Academic Writing</del>                            | <del>3</del>   |
| <u>MATH 140</u>        | <u>Algebra and Functions for Business (see Note 1)</u> | <u>3</u>       |

#### Semester II

| <u>Course</u>       | <u>Title</u>                                   | <u>Credits</u> |
|---------------------|------------------------------------------------|----------------|
| <u>BUS 120</u>      | <u>Essentials of Marketing</u>                 | <u>3</u>       |
| <u>BUS 143</u>      | <u>Accounting I</u>                            | <u>3</u>       |
| <del>STAT 106</del> | <del>Statistics I</del>                        | <del>4</del>   |
| <u>CMNS 125</u>     | <u>Introduction to Workplace Communication</u> | <u>3</u>       |
| <u>ECON 101</u>     | <u>Principles of Macroeconomics</u>            | <u>3</u>       |
| <del>STAT 106</del> | <del>Statistics I</del>                        | <del>4</del>   |

### Second year

#### Semester III

| <u>Course</u>   | <u>Title</u>                                                                                      | <u>Credits</u> |
|-----------------|---------------------------------------------------------------------------------------------------|----------------|
| <u>BUS 144</u>  | <u>Accounting II</u>                                                                              | <u>3</u>       |
| <u>BUS 203</u>  | <u>Organizational Behaviour</u>                                                                   | <u>3</u>       |
| <u>BUS 249</u>  | <u>Essentials of Finance (formerly BUS 149, 162)</u>                                              | <u>3</u>       |
| <u>Elective</u> | <u>Marketing: BUS 221, BUS 323 (formerly BUS 223), or BUS 328 (formerly BUS 224) (see Note 2)</u> | <u>3</u>       |
| <u>Elective</u> | <u>Any non-Business course (see Note 3)</u>                                                       | <u>3</u>       |

#### Semester IV

| <u>Course</u>   | <u>Title</u>                              | <u>Credits</u> |
|-----------------|-------------------------------------------|----------------|
| <u>BUS 201</u>  | <u>Human Resource Management</u>          | <u>3</u>       |
| <u>BUS 227</u>  | <u>New Business Development</u>           | <u>3</u>       |
| <u>BUS 247</u>  | <u>Introductory Management Accounting</u> | <u>3</u>       |
| <u>BUS 261</u>  | <u>Business Law</u>                       | <u>3</u>       |
| <u>Elective</u> | <u>Any Business course (see Note 4)</u>   | <u>3</u>       |

Note 1: Students with MATH 140 or equivalent may take a business or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA program should take MATH 141.

Note 2: Students planning to transfer their credits to the BBA program should take BUS 221.

Note 3: Students planning to transfer their credits to the BBA program should take CMNS 251.

Note 4: Students planning to transfer their credits to the BBA program should take BUS 226/ECON 226 (formerly BUS 301).

## **Residency requirements**

~~At least 25% of the course work must be completed at UFV.~~

## **Transfer credits**

### ~~Recognition of previously completed business courses~~

~~Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis. The following criteria are used:~~

~~Relevance and suitability of the course to the program as determined by the School of Business. Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken. Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.~~

## **~~Transferring courses to other institutions and associations~~**

~~Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an academic advisor at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at [betransferguide.ca](http://betransferguide.ca) for transfer details.~~

~~A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting option to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional). (See information on transferability in the [Business course descriptions](#) section.)~~

## **~~Fees and additional costs~~**

~~See the [Fees and Other Costs](#) section.~~

~~Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.~~

## **Program regulations**

### **a. Continuance and probation**

Program continuance and probation are governed by UFV's Undergraduate Continuance policy (92).

### **b. Course repetition**

See UFV's Course Repeat policy (86).

### **c. Readmission**

Students who have been ~~r~~Required to ~~w~~Withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission and continuance requirements as listed in the UFV academic calendar.

~~Students are normally only re-~~admitted once to the **Business Administration Diploma** ~~same~~ program.

Appeals for re-admission

Students who are required to withdraw from the program must submit an appeal for re-admission if they wish to resume studies in the program.

In general, students who have been required to withdraw will be advised to complete a further nine credits of academic work, or to repeat a similar amount of academic work taken previously, in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester applied for. Re-admission is not automatic.

#### d. Residency

At least 25% of the course work, including a minimum of five **B**usiness (BUS) courses, must be completed at UFV.

#### e. Graduation requirements

~~See UFV Graduation policies for more information.~~

~~A cumulative program GPA of 2.0 or higher on all courses that count~~applicable toward the diploma program is required for graduation. A program GPA (PGPA) of 2.0 or higher on all courses applicable toward the diploma program, and a cumulative GPA (CGPA) of 2.0 on all courses attempted, are required for graduation.

At the time of **applying for** graduation no BUS or ECON course may be older than ~~four~~five years.

See UFV Graduation policies for more information.

#### f. Maximum length of time to complete program

Students are allowed up to four **consecutive** years to complete program requirements.

Students with personal extenuating circumstances can apply to the Director of the School of Business for an extension. At the Director of the School of Business' discretion, an extension of up to one year, allowing up to five consecutive years for program completion,

~~might be granted. Students with extenuating circumstances can apply to the Director of the School of Business for a one year extension which would allow five years for program completion.~~

## **~~Standing required for continuance~~**

~~Students in the Business Administration diploma program must maintain a program GPA and semester average of 2.0. Students are also expected to maintain a minimum 2.0 CGPA on all courses.~~

~~Note: For entry to the third year of the BBA see the BBA degree program entrance requirements.~~

## **~~Undergraduate continuance~~**

~~Academic standing will be governed by UFV's Undergraduate Continuance policy (92). Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.~~

~~The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.~~

~~After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar. For further details, see the Academic standing and undergraduate continuance section of the academic calendar.~~

~~For assistance, see an Advisor or contact [advising@ufv.ca](mailto:advising@ufv.ca).~~

## **~~Required to withdraw~~**

~~Students who have been Required to Withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.~~

### ~~Appeals for re-admission~~

~~Students who are required to withdraw from the program must submit an appeal for re-admission if they wish to resume studies in the program.~~

~~In general, students who have been required to withdraw will be advised to complete a further nine credits of academic work, or to repeat a similar amount of academic work taken previously, in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester applied for. Re-admission is not automatic.~~

## **Co-operative Education option**

The Co-operative Education option offers students in the School of Business the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the [Co-operative Education](#) section of the calendar for further details.

## **Program outline**

### **First year**

#### **Semester I**

| <b>Course</b>   | <b>Title</b>                                    | <b>Credits</b> |
|-----------------|-------------------------------------------------|----------------|
| BUS 100         | Introduction to Business                        | 3              |
| BUS 160/CIS 110 | Computerized Business Applications and MIS      | 3              |
| ENGL 105        | Academic Writing                                | 3              |
| ECON 100        | Principles of Microeconomics                    | 3              |
| MATH 140        | Algebra and Functions for Business (see Note 1) | 3              |

#### **Semester II**

| <b>Course</b> | <b>Title</b>                            | <b>Credits</b> |
|---------------|-----------------------------------------|----------------|
| BUS 120       | Essentials of Marketing                 | 3              |
| BUS 143       | Accounting I                            | 3              |
| STAT 106      | Statistics I                            | 4              |
| CMNS 125      | Introduction to Workplace Communication | 3              |
| ECON 101      | Principles of Macroeconomics            | 3              |

## **Second year**

### **Semester III**

| <b>Course</b> | <b>Title</b>                                                            | <b>Credits</b> |
|---------------|-------------------------------------------------------------------------|----------------|
| BUS 144       | Accounting II                                                           | 3              |
| BUS 203       | Organizational Behaviour                                                | 3              |
| BUS 249       | Essentials of Finance (formerly BUS 149, 162)                           | 3              |
| Elective      | Marketing: BUS 221, BUS 223, or BUS 328 (formerly BUS 224) (see Note 2) | 3              |
| Elective      | Any non-Business course (see Note 3)                                    | 3              |

### **Semester IV**

| <b>Course</b> | <b>Title</b>                       | <b>Credits</b> |
|---------------|------------------------------------|----------------|
| BUS 201       | Human Resource Management          | 3              |
| BUS 227       | New Business Development           | 3              |
| BUS 247       | Introductory Management Accounting | 3              |
| BUS 261       | Business Law                       | 3              |
| Elective      | Any Business course (see Note 4)   | 3              |

Note 1: Students with MATH 140 or equivalent may take a business or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

Note 2: Students planning to transfer their credits to the BBA should take BUS 221.

Note 3: Students planning to transfer their credits to the BBA should take CMNS 251.

Note 4: Students planning to transfer their credits to the BBA should take BUS 226/ECON 226(formerly BUS 301).

Note: For entry to the third year of the BBA see the BBA degree program entrance requirements.



**Memo for Program Changes**

To: UEC

From: School of Business Curriculum Committee

Date: November 16, 2016

**Subject: Program change (Bachelor of Business Administration Degree)**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: Editorial changes; graduation requirements

2. Rationale for change(s):

For editorial changes the goal is clarification of information. In particular, the current calendar copy template has been used and copy that could be replaced by dynamic links to general sections in the calendar have been introduced instead of repeating (often outdated) information within the program calendar copy. Graduation requirements have been clarified too.

Changes to the duration of the program are proposed. Currently, the Business Administration diploma can be completed within up to ten years. The change to the maximum time allowed to complete the program reduces the allowed time to eight consecutive academic years (or twenty-three semesters), which – for part-time students – is three times the length required by a full-time student who studies five courses per semester. This change not only strengthens the currency of the program, but also allows aligns with the proposed changes to the length of the Business Administration diploma program.

Regarding changes to the graduation requirements (“At the time of applying for graduation, no course applicable toward the BBA program may be older than ten years, and no upper-level BUS or ECON course applicable toward the BBA program may be older than five years.”), the change has been made to reflect the length of the program as well as promoting currency of the program and guiding students through their studies. This change encourages students to follow their program plan rather than procrastinating the completion of lower-level courses and taking upper-level courses too early in their studies.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum? N/A
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? N/A
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

**Bachelor of Business Administration**

Comment from UEC Screening Subcommittee:

- Is there evidence to support the current length of the program being problematic, such as time to completion data?

---

**From:** Frank Ulbrich

**Sent:** February-08-17 1:34 PM

**Subject:** Re: BBA Revisions

In response to the comments from the UEC Screening Subcommittee,

Similar to the diploma program, the changes to the length of the program are of administrative nature. The ten-year option was always indented to be a part-time option in the BBA program. This option stems from a time in which courses were only offered in the fall and winter semesters respectively. It allowed part-time students to complete their studies in 20 semesters.

The School of Business now offers all core BBA BUS courses in all three semesters. A student who studies part-time, taking courses in all three semesters, and starts their program in fall, will have completed 23 semesters by the end of the winter semester, eight years after their start ( $8 \times 3 - 1 = 23$ ). Hence, a change to allow a maximum of eight years to complete the program is not a change to the time to completion but an administrative adjustment, taking into account that the program offering has changed and is now more flexible than before.

Students who can demonstrate extenuating circumstance still have the option to complete the BBA program in ten years.

Regarding changes to the graduation requirements ("At the time of applying for graduation, no course applicable toward the BBA program may be older than ten years, and no upper-level BUS or ECON course applicable toward the BBA program may be older than five years.") the change has been made to reflect the length of the program as well as promoting currency of the program and guiding students through their studies. This change encourages students to follow their program plan rather than procrastinating the completion of lower-level courses and taking upper-level courses too early in their studies.

Changes proposed to the memo and calendar copy by the UEC Screening Subcommittee and Elaine Harris have been incorporated in the amended and attached memo and calendar copy documents.

Regards,

Frank

[Academic Calendar Fall 2017](#)

[Faculty of Professional Studies](#)

[School of Business](#)

[ufv.ca/business](http://ufv.ca/business)

## **Bachelor of Business Administration**

~~The Bachelor of Business Administration (BBA) degree is a four-year program. UFV offers a program leading to a Bachelor of Business Administration (BBA) degree. The~~ Its objective of ~~this program~~ is to produce graduates who are well-equipped to function in and adapt to the rapidly changing business environment. The program provides students with the opportunity to obtain a general background in business. Students are also expected to gain a strong general educational background and are required to meet breadth requirements in the areas of English, social science, science, and the humanities. The overall emphasis in the program is on developing management and analytical skills.

Students complete several categories of business and business-related courses. These include lower-level foundation courses (such as human resource management, marketing, accounting, finance, mathematics, economics, and computing) that provide students with the tools they need for more advanced courses at the upper level. A set of core courses in business, mathematics, communications, and economics is required of all students at the upper and lower levels to ensure that they have a solid understanding of all the key functional areas in business.

~~The BBA degree consists of a minimum of 120 credits.~~

Students must choose between a general BBA or a major in [Accounting, Finance, Human Resource Management, or Marketing](#). Students normally declare their intention to pursue a major between 45 and 60 program credits. Students that do not declare will remain in the general BBA program.

Minors are available in [Financial Management, Operations Management/Management Information Systems, and Organization Studies](#).

### **Entrance requirements**

~~The Bachelor of Business Administration degree is a four-year program. Students~~ Applicants may enter the program directly from high school, or they may ladder into the program after completing some university study.

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

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for [ENGL 105](#).

3. Prerequisites for [MATH 141](#).
4. One other [Approved Grade 12 course](#) with a minimum B grade.

**Option 2: University students entrance** (for applicants who have completed at least nine post-secondary credits at a recognized post-secondary institution)

This option is available to students who have completed one or more university courses at a recognized institution and have met the following requirements:

1. ~~One of the following:~~
  - ~~a minimum GPA of 2.67 on all university-level credits attempted, or~~
  - ~~all credits transferrable to the BBA, with a minimum GPA of 2.67 calculated on those credits.~~
2. ~~Prerequisites for MATH 141.~~
3. Prerequisites for [ENGL 105](#).
4. ~~Prerequisites for MATH 141.~~ A minimum of nine post-secondary credits with a minimum CGPA of 2.0 based on all courses attempted
- 4.5. One of the following:
  - ~~a minimum GPA of 2.67 on all university-level credits attempted, or~~
  - ~~all credits transferrable to the BBA, with a minimum GPA of 2.67 calculated on those credits.~~

~~5.~~

**Option 3: Departmental discretionary admission**

The School of Business will also consider applications from Business Administration diploma graduates with at least five years of significant and relevant business experience after completion of the diploma, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. The School of Business will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

Students accepted to the program under this applicant category may be required by the School of Business to refresh their academic background by completing one or more lower level business courses in addition to satisfying any course deficiencies.

Students applying under this category must contact the School of Business prior to submitting a formal application in order to obtain a written statement of permission to apply.

**When to apply**

Applications are accepted for entrance to the Fall semester only. For application deadlines, see [the Specific intake application process; section.](#)

## **How to apply**

1. Apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).

[You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register \(see the Fees and Other Costs section\). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.](#)

### **Additional documents required for a complete application:**

- For university students, official transcripts of all post-secondary institutions attended (other than UFV) showing grade/course achievement as per program entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
- For high school entrance, a final official transcript (if you have graduated).
- For students currently in Grade 12, final grades due by August 3.

The following must be included:

- Official transcript from high school
- B.C. English 12 or equivalent with a minimum C+ (see Note)
- B.C. Principles of Math 12 or equivalent with a minimum C+
- B.C. secondary school graduation or equivalent

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

2. In April or May, an orientation will be offered for all School of Business programs. Attendance at the orientation is mandatory.

3. Upon admission, you will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs section](#)). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements must be submitted by the date stated on your acceptance letter.

## **Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

## **Fees and additional costs**

See the Fees and Other Costs ~~section.~~ [section.](#)

## **Program Duration and total number of credits**

~~Students can complete the~~ [The BBA degree program is normally completed within four years of study, if they complete](#) ~~ten courses per academic year.~~

[A reduced course load is permitted. Students are allowed up to eight consecutive academic years to complete the program from the time of enrolment into the BBA or first admission into the Business Administration Diploma for those laddering into the BBA program. The BBA can be taken part time.](#)

[The BBA degree consists of a minimum of 120 credits.](#)

## **Location**

~~All business courses are offered at the Abbotsford campus. Some lower-level courses are may~~ [also be offered at the Chilliwack and Mission campuses.](#)

## **Program outline**

### **First year**

#### **Semester I**

| <b><u>Course</u></b>            | <b><u>Title</u></b>                                        | <b><u>Credits</u></b> |
|---------------------------------|------------------------------------------------------------|-----------------------|
| <a href="#">BUS 100</a>         | <a href="#">Introduction to Business</a>                   | <a href="#">3</a>     |
| <a href="#">BUS 160/CIS 110</a> | <a href="#">Computerized Business Applications and MIS</a> | <a href="#">3</a>     |
| <a href="#">ECON 100</a>        | <a href="#">Principles of Microeconomics</a>               | <a href="#">3</a>     |
| <a href="#">ENGL 105</a>        | <a href="#">Academic Writing</a>                           | <a href="#">3</a>     |
| <a href="#">ECON 100</a>        | <a href="#">Principles of Microeconomics</a>               | <a href="#">3</a>     |
| <a href="#">MATH 141</a>        | <a href="#">Calculus for Business</a>                      | <a href="#">3</a>     |

**Semester II**

| <b><u>Course</u></b> | <b><u>Title</u></b>                            | <b><u>Credits</u></b> |
|----------------------|------------------------------------------------|-----------------------|
| <u>BUS 120</u>       | <u>Essentials of Marketing</u>                 | <u>3</u>              |
| <u>BUS 143</u>       | <u>Accounting I</u>                            | <u>3</u>              |
| <u>STAT 106</u>      | <u>Statistics I</u>                            | <u>4</u>              |
| <u>CMNS 125</u>      | <u>Introduction to Workplace Communication</u> | <u>3</u>              |
| <u>ECON 101</u>      | <u>Principles of Macroeconomics</u>            | <u>3</u>              |
| <u>STAT 106</u>      | <u>Statistics I</u>                            | <u>4</u>              |

**Second year****Semester III**

| <b><u>Course</u></b> | <b><u>Title</u></b>                                  | <b><u>Credits</u></b> |
|----------------------|------------------------------------------------------|-----------------------|
| <u>BUS 144</u>       | <u>Accounting II</u>                                 | <u>3</u>              |
| <u>BUS 203</u>       | <u>Organizational Behaviour</u>                      | <u>3</u>              |
| <u>BUS 221</u>       | <u>Professional Selling</u>                          | <u>3</u>              |
| <u>BUS 249</u>       | <u>Essentials of Finance (formerly BUS 149, 162)</u> | <u>3</u>              |
| <u>CMNS 251</u>      | <u>Professional Report Writing</u>                   | <u>3</u>              |

**Semester IV**

| <b><u>Course</u></b>         | <b><u>Title</u></b>                                        | <b><u>Credits</u></b> |
|------------------------------|------------------------------------------------------------|-----------------------|
| <u>BUS 201</u>               | <u>Human Resource Management</u>                           | <u>3</u>              |
| <u>BUS 226/<br/>ECON 226</u> | <u>Economic and Business Statistics (formerly BUS 301)</u> | <u>3</u>              |
| <u>BUS 227</u>               | <u>New Business Development</u>                            | <u>3</u>              |
| <u>BUS 247</u>               | <u>Introductory Management Accounting</u>                  | <u>3</u>              |
| <u>BUS 261</u>               | <u>Business Law</u>                                        | <u>3</u>              |

**Third year****Semester V**

| <b><u>Course</u></b> | <b><u>Title</u></b>                                        | <b><u>Credits</u></b> |
|----------------------|------------------------------------------------------------|-----------------------|
| <u>BUS 320</u>       | <u>Business Research Methods</u>                           | <u>3</u>              |
| <u>ECON 307</u>      | <u>Managerial Microeconomics</u>                           | <u>3</u>              |
| <u>Elective</u>      | <u>Lower or upper-level Business elective (see Note 1)</u> | <u>3</u>              |
| <u>Elective</u>      | <u>Upper-level Business elective (see Note 1)</u>          | <u>3</u>              |



|                 |                                                   |          |
|-----------------|---------------------------------------------------|----------|
| <u>Elective</u> | <u>General education requirement (see Note 2)</u> | <u>3</u> |
|-----------------|---------------------------------------------------|----------|

### **Semester VI**

| <u>Course</u>   | <u>Title</u>                                      | <u>Credits</u> |
|-----------------|---------------------------------------------------|----------------|
| <u>BUS 349</u>  | <u>Financial Management I</u>                     | <u>3</u>       |
| <u>Elective</u> | <u>Upper-level Business elective (see Note 1)</u> | <u>3</u>       |
| <u>Elective</u> | <u>Upper-level Business elective (see Note 1)</u> | <u>3</u>       |
| <u>Elective</u> | <u>Upper-level Business elective (see Note 1)</u> | <u>3</u>       |
| <u>Elective</u> | <u>General education requirement (see Note 2)</u> | <u>3</u>       |

### **Fourth year**

### **Semester VII**

| <u>Course</u>   | <u>Title</u>                                      | <u>Credits</u> |
|-----------------|---------------------------------------------------|----------------|
| <u>BUS 403</u>  | <u>Strategic Management</u>                       | <u>3</u>       |
| <u>BUS 404</u>  | <u>Management Science</u>                         | <u>3</u>       |
| <u>Elective</u> | <u>Upper-level Business elective (see Note 1)</u> | <u>3</u>       |
| <u>Elective</u> | <u>Upper-level Business elective (see Note 1)</u> | <u>3</u>       |
| <u>Elective</u> | <u>General education requirement (see Note 2)</u> | <u>3</u>       |

### **Semester VIII**

| <u>Course</u>   | <u>Title</u>                                      | <u>Credits</u> |
|-----------------|---------------------------------------------------|----------------|
| <u>BUS 405</u>  | <u>Strategic Management Simulation</u>            | <u>3</u>       |
| <u>Elective</u> | <u>Upper-level Business elective (see Note 1)</u> | <u>3</u>       |
| <u>Elective</u> | <u>Upper-level Business elective (see Note 1)</u> | <u>3</u>       |
| <u>Elective</u> | <u>Upper-level Business elective (see Note 1)</u> | <u>3</u>       |
| <u>Elective</u> | <u>General education requirement (see Note 2)</u> | <u>3</u>       |

Note 1: One upper-level economics elective may be taken in place of one upper-level business elective.

Note 2: Students in the BBA program must meet the following general education requirements:

•One natural science (lab) course, •

•One humanities course, •

•One social science course, and •

•One other general education elective (any university-level course of three credits or more) other than business. (Any university level course of three credits or more.)

### **Program requirements**

Bachelor of Business Administration degree students are required to complete all courses in the program and a minimum of 120 credits. BBA program requirements consist of a minimum of 15 courses at the 300/400 level in business and economics.

General requirements contribute to developing a breadth of knowledge and consist of mandatory courses offered by other disciplines and a number of general education electives. Students should consult with a School of Business program advisor for eligible courses that meet the general education elective requirements.

### **Specializations or options of the program**

### **Majors and minors of the program**

The following majors and minors are available in the BBA program:

- Accounting major
- Finance major
- Human Resource Management major
- Marketing major
- Financial Management minor
- Operations Management/Management Information Systems minor
- Organizational Studies minor

See this section for major and minor requirements.

### **Bachelor of Business Administration (BBA) Honours degree**

Students in the Bachelor of Business Administration program have the option of completing a Bachelor of Business Administration Honours degree. The following conditions apply to this program:

- Students must formally apply for entry to the BBA Honours program, by declaration, after completing ~~no fewer than~~ at least 60 credits and but not more than 90 credits applicable to the BBA degree. Applications after completion of 90 or more ~~than 90~~ credits will only be considered under extenuating circumstances.
- A minimum CGPA of 3.5 on all courses applicable to the BBA Honours degree is required for admission, continuance, and graduation.
- Students must complete an additional 12 credits beyond the ~~120~~ credits required for the BBA degree. These credits must come from upper-level (numbered 300–400) Business (BUS) courses; upper-level courses from other areas may be counted toward this total with the Director's approval.
- Students must also complete the requirements of at least one of the Business majors or minors listed in the UFV calendar.

## **Program regulations**

### **a. Continuance and probation**

Program continuance and probation are governed by UFV's Undergraduate Continuance policy (92).

Additional requirements for the BBA program:

- (1) Students in the Bachelor of Business Administration degree program must maintain a minimum rolling program GPA (PGPA) of 2.67 (B- letter grade average). The PGPA is calculated on all courses applicable to the BBA.
- Students must also maintain a minimum CGPA as defined in the Academic standing and undergraduate continuance section of the academic calendar.
- Students whose program GPA falls below 2.67 are subject to program warning for the next semester. A student on program warning may not register in a course overload.
- (2)
- Students on program warning who do not achieve a semester GPA of at least 2.67 will be withdrawn from the program.
- (3)
- Students on program warning who achieves a single semester GPA of at least 2.67 will continue on program warning until the minimum program GPA of 2.67 is achieved.
- (4)
- (5) Students on program warning who have not accomplished a program GPA of 2.67 within three semesters will be withdrawn from the program.

### **b. Course repetition**

See UFV's Course Repeat policy (86).

### **c. Readmission**

Students who have been required to withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission and continuance requirements as listed in the UFV academic calendar.

Students are only re-admitted once to the BBA degree program. Students who have been required to withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission requirements as per policy.

Students seeking re-admission to the BBA must meet the BBA entrance requirements stated in Option 2, University entrance.

Students will be re-admitted to the BBA degree program only once.

### **d. Residency**

At least 50% of the course work, including at least 10 upper-level business courses numbered BUS 300–499, must be completed at UFV.

Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.

**e. Graduation requirements**

A program GPA (PGPA) of 2.67 or higher on all courses applicable toward the BBA program, and a cumulative GPA (CGPA) of 2.0 on all courses attempted, are required for graduation.

A cumulative program GPA of 2.67 or higher on all courses applicable toward the BBA program is required for graduation.

At the time of applying for graduation, no course applicable toward the BBA program may be older than ten years, and no upper-level BUS or ECON course applicable toward the BBA program may be older than five years.

See UFV Graduation policies for more information.

**f. Maximum length of time to complete program**

Students are allowed up to eight consecutive years to complete program requirements.

Students with personal extenuating circumstances can apply to the Director of the School of Business for an extension. At the Director of the School of Business' discretion, an extension of up to two years, allowing up to ten consecutive years for program completion, might be granted.

**Continuance and probation**

Students in the Bachelor of Business Administration degree program must maintain a minimum rolling program GPA of 2.67 (B– average). Students must also maintain a minimum CGPA as defined in the Academic standing and undergraduate continuance section of the academic calendar.

Students whose program GPA falls below 2.67 are subject to program warning for the next semester. A student on program warning may not register in a course overload.

Students on program warning who do not achieve a semester GPA of at least 2.67 will be withdrawn from the program.

Students on program warning who achieves a single semester GPA of at least 2.67 will continue on program warning until the minimum program GPA of 2.67 is achieved.

~~Students on program warning who have not accomplished a program GPA of 2.67 within three semesters will be withdrawn from the program.~~

### ~~Course repetition~~

~~See UFV's Course Repeat policy (86).~~

### ~~Readmission~~

~~Students can reapply to the program once they meet the required program GPA. Students should make an appointment with an advisor in the School of Business to discuss the process.~~

### ~~Residency~~

~~At least 50% of the course work must be completed at UFV, including at least 10 of the business courses numbered 300-499. Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.~~

### ~~Graduation requirements~~

~~A minimum program GPA of 2.67.~~

~~Successful completion of all required courses of the BBA program.~~

### ~~Maximum length of time to complete the program~~

~~At time of graduation, no course applicable to the BBA program may be older than ten years and no upper-level Business or Economics courses applicable to the BBA may be older than 5 years. The maximum length of time to complete the program is 8 years with a possible~~

~~extension of 2 years, under extenuating circumstances, at the Director of the School of Business discretion.~~

## **Residency requirements**

~~At least 50% of the course work must be completed at UFV, including at least 10 of the business courses numbered 300-499. Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.~~

## **Transfer credits**

~~The School of Business follows the UFV's Transfer Credit policy (107). See the Transfer credit section for details.~~

## **Recognition of previously completed business courses**

~~Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.~~

~~The following criteria are used:~~

~~Relevance and suitability of the course to the program as determined by the School of Business~~

~~Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.~~

~~Courses taken at other institutions may not be used to meet the program residency requirements.~~

## **Transferring courses to other institutions and associations**

~~Students intending to pursue commerce or business administration studies at another institution are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult a School of Business program advisor or contact an advisor at the institution to which they intend to transfer, or refer to the Provincial Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for transfer details.~~

A number of the School of Business's courses have transferability with the Chartered Professional Accountants of Canada (CPA Canada), allowing a student graduating with a BBA Accounting major to meet the prerequisite requirements (PREP) of the CPA program. A number of courses are also recognized by a variety of other professional accrediting associations such as CHRP (Certified Human Resource Professional). (See information on transferability in the [Business course descriptions](#) section.)

See the [Fees and Other Costs](#) section.

Textbooks and supplies cost approximately \$1,000–1,500 per year. Textbooks should be considered an investment and become part of your business library. You may be required to purchase one or more computer software packages. You should also consider purchasing or arranging access to an industry-compatible computer.

## **Program requirements**

Bachelor of Business Administration degree students are required to complete all courses in the program and a minimum of 40 three- or four-credit courses with a cumulative value of at least 120 credits (in most cases the credit value of courses will exceed this total). BBA program requirements consist of a minimum of 15 courses at the 300/400 level in business and economics.

General requirements contribute to developing a breadth of knowledge and consist of mandatory courses offered by other disciplines and a number of four general education electives at the 100/200 level (including one natural science lab, one social science, and one humanities); plus a variety of other required courses in math, English, and communications. Students should consult with the Director or a School of Business program advisor for eligible courses that meet the general education elective requirements.

## **Standing required for continuance**

Students in the Bachelor of Business Administration degree program must maintain a minimum rolling program GPA and semester average of 2.67 (B average) or above. Students are must also expected to maintain a minimum 2.0 CGPA on all courses. For further details, see the as defined in the Academic standing and undergraduate continuance section of the academic calendar.

## **Program warning**

Students whose program GPA or semester GPA falls below 2.67 during their program are subject to program warning for the next semester. A student on program warning may not register in a course overload.

Students on program warning who do not achieve a semester GPA of at least 2.67 while they are on program warning will be required to withdrawn from the program.

~~A student on program warning who achieves a single semester GPA of at least 2.67 will continue on program warning until the minimum program GPA of 2.67 is achieved.~~

~~Students on program warning who have not accomplished a program GPA of 2.67 within three semesters will be withdrawn from the program.~~

## **Required to withdraw**

~~Students who have been required to withdraw from the BBA program may have the opportunity to continue as General Studies students, but may not register for any upper level courses that require admission to the BBA program.~~

## **Appeals for re-admission**

~~Students who are required to withdraw from the program must submit an appeal for re-admission if they wish to resume studies in the program.~~

~~In general, students who have been required to withdraw will be advised to complete a further nine credits of academic work, or to repeat a similar amount of academic work taken previously, in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester applied for. Re-admission is not automatic.~~

## **Graduation requirements**

~~A minimum program GPA of 2.67 or above in years one to four of the BBA.~~

~~Successful completion of all core and elective required courses of the BBA program.~~

~~At time of graduation, no course applicable to the BBA program may be older than ten years.~~

~~Students who complete the first two years of the BBA and meet the GPA and program requirements for the Business Administration diploma may apply for that credential.~~

## **Length and location**

~~Students can complete the BBA degree program in four years complete ten courses per academic year if five courses are taken each fall and winter semester.~~

~~A reduced course load is permitted, but a longer period of time will be needed to complete the program. The department requires years one to four to be completed within 10 years if the program is taken on a part-time basis. Students returning to the School of Business at~~



~~UFV after an absence will be allowed seven years to complete years three and four of the degree.~~

~~All business courses are offered at the Abbotsford campus. Most Some first and second-year lower level courses are also offered at the Chilliwack and Mission campuses. Some of the non-business courses are available only in Abbotsford. All students should expect to travel between campuses during their program.~~

## **~~Course withdrawal deadlines~~**

~~Course withdrawal deadlines follow UFV's Course Withdrawal policy (81).~~

## **~~Addition of Arts and Science e~~Extended minors and minors offered by other disciplines**

~~Students who choose to combine their BBA with a minor or extended minor in another Arts or Science discipline must complete all the requirements of the BBA degree and all the discipline requirements of the minor or extended minor. If you are Students interested in pursuing this option, must contact an academic/academic ~~School of Business program~~ advisor and obtain permission from the department that offers the minor to discuss your program plan.~~

## **Co-operative Education option**

~~The Co-operative Education option offers students in the School of Business the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the Co-operative Education section of the calendar for further details.~~ **Co-operative Education option**

~~The Co-operative Education option offers students in the BBA degree program the opportunity to obtain paid, career-related work experience in their field of study during their education at UFV. After completing their first year of study, Co-op students alternate between semesters of full-time study and full-time paid employment. See the Co-operative Education section of the calendar for further details.~~

## **Program outline**

### **First year**

#### **Semester I**

**Title**

**Credits**

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### **Course**

|                 |                                            |   |
|-----------------|--------------------------------------------|---|
| BUS 100         | Introduction to Business                   | 3 |
| BUS 160/CIS 110 | Computerized Business Applications and MIS | 3 |
| ENGL 105        | Academic Writing                           | 3 |
| ECON 100        | Principles of Microeconomics               | 3 |
| MATH 141        | Calculus for Business                      | 3 |

### **Semester II**

| <b>Course</b> | <b>Title</b>                            | <b>Credits</b> |
|---------------|-----------------------------------------|----------------|
| BUS 120       | Essentials of Marketing                 | 3              |
| BUS 143       | Accounting I                            | 3              |
| STAT 106      | Statistics I                            | 4              |
| CMNS 125      | Introduction to Workplace Communication | 3              |
| ECON 101      | Principles of Macroeconomics            | 3              |

### **Second year**

#### **Semester III**

| <b>Course</b> | <b>Title</b>                                  | <b>Credits</b> |
|---------------|-----------------------------------------------|----------------|
| BUS 144       | Accounting II                                 | 3              |
| BUS 203       | Organizational Behaviour                      | 3              |
| BUS 221       | Professional Selling                          | 3              |
| BUS 249       | Essentials of Finance (formerly BUS 149, 162) | 3              |
| CMNS 251      | Professional Report Writing                   | 3              |

#### **Semester IV**

| <b>Course</b>        | <b>Title</b>                                        | <b>Credits</b> |
|----------------------|-----------------------------------------------------|----------------|
| BUS 201              | Human Resource Management                           | 3              |
| BUS 226/<br>ECON 226 | Economic and Business Statistics (formerly BUS 301) | 43             |
| BUS 227              | New Business Development                            | 3              |
| BUS 247              | Introductory Management Accounting                  | 3              |

|         |              |   |
|---------|--------------|---|
| BUS 261 | Business Law | 3 |
|---------|--------------|---|

### **Third-year**

#### **Semester V**

| <b>Course</b> | <b>Title</b>                                        | <b>Credits</b> |
|---------------|-----------------------------------------------------|----------------|
| BUS 320       | Business Research Methods                           | 3              |
| ECON 307      | Managerial Microeconomics                           | 3              |
| Elective      | Lower or upper-level Business elective (see Note 1) | 3              |
| Elective      | Upper-level Business elective (see Note 1)          | 3              |
| Elective      | General education requirement (see Note 2)          | 3              |

#### **Semester VI**

| <b>Course</b> | <b>Title</b>                               | <b>Credits</b> |
|---------------|--------------------------------------------|----------------|
| BUS 349       | Financial Management I                     | 3              |
| Elective      | Upper-level Business elective (see Note 1) | 3              |
| Elective      | Upper-level Business elective (see Note 1) | 3              |
| Elective      | Upper-level Business elective (see Note 1) | 3              |
| Elective      | General education requirement (see Note 2) | 3              |

### **Fourth-year**

#### **Semester VII**

| <b>Course</b> | <b>Title</b>                               | <b>Credits</b> |
|---------------|--------------------------------------------|----------------|
| BUS 403       | Strategic Management                       | 3              |
| BUS 404       | Management Science                         | 3              |
| Elective      | Upper-level Business elective (see Note 1) | 3              |
| Elective      | Upper-level Business elective (see Note 1) | 3              |
| Elective      | General education requirement (see Note 2) | 3              |

#### **Semester VIII**

| <b>Course</b> | <b>Title</b>                               | <b>Credits</b> |
|---------------|--------------------------------------------|----------------|
| BUS 405       | Strategic Management Simulation            | 3              |
| Elective      | Upper-level Business elective (see Note 1) | 3              |
| Elective      | Upper-level Business elective (see Note 1) | 3              |
| Elective      | Upper-level Business elective (see Note 1) | 3              |

[Elective General education requirement \(see Note 2\)](#) 3

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Note 1: One upper-level economics elective may be taken in place of one upper-level business elective.

Note 2: Students in the BBA program must meet the following general education requirements:

- One natural science (lab) course.
- One humanities course.
- One social science course.
- One other general education elective other than business. (Any university-level course of three credits or more.)

## **~~Majors and minors~~**

The following ~~majors and minors~~ are available in the BBA program:

- ~~Accounting major~~
- ~~Finance major~~
- ~~Human Resource Management major~~
- ~~Marketing major~~
- ~~Financial Management minor~~
- ~~Operations Management/Management Information Systems minor~~
- ~~Organizational Studies minor~~

See ~~this section~~ for major and minor requirements.

## **~~Bachelor of Business Administration Honours degree~~**

Students in the Bachelor of Business Administration program have the option of completing a Bachelor of Business Administration Honours degree. The following conditions apply to this program:

- Students must formally apply for entry to the program, by declaration, after completing no fewer than 60 credits and no more than 90 credits applicable to the BBA. Applications after completion of more than 90 credits will only be considered under extenuating circumstances.
- A minimum CGPA of 3.5 on all courses applicable to the degree is required for admission, continuance and graduation.
- Students must complete an additional 12 credits beyond the 120 credits required for the BBA degree. These credits must come from upper-level (numbered 300-400) Business

~~courses; upper level courses from other areas may be counted toward this total with the Director's approval.~~

- ~~• Students must also complete the requirements of at least one of the Business majors or minors listed in the UFV calendar.~~

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 9 November 2016

**Subject: Proposal for new course CYC 100 Human Development I for CYC**

1. Rationale for new course:

Students in CYC are required to take a human development/developmental psychology course as part of their degree. Previously we have suggested to students that Psyc 250 was a good course to take to meet this requirement, but the scheduling of this course for our students has been challenging; our students generally work in the day and come to campus at night for CYC classes. An additional complication is that to take Psyc 250, students also had to complete Psyc 101 and Psyc 102, courses that are not required for our BA. This limits the ability of our students to meet this requirement early in their BA and slows their progress in the program. Having a course that meets the program requirement within our department eliminates this challenge, and increases access for students, prioritizing their learning, and our responsiveness to their needs, as suggested by our Ed Plan goals.

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

A program change request has been submitted to move our BA to a 1<sup>st</sup> year entry (from 2<sup>nd</sup> or 3<sup>rd</sup> year). This course will fulfill a requirement for the BA program, and complete it in the first year of the program, so students can use this foundational knowledge in the following three years of their education.

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

This course is foundational to our developmental approach to working with children, youth and families. It shares the development from conception to age two, through the four of the human domains: cognitive, social, psychological, and physical. It will also consider the effects of trauma at any point during this development and the difficulties that can occur. Knowing this information is significant for the work of Child and Youth Care Workers, supporting a child, youth, or family through challenges.

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

This course is only required in BACYC. A similar course is offered in ECE, also in CYFS. It will not affect the ECE offering of the course.

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

CYFS and Psychology.

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

This is not applicable.

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

We have an Indigenous Perspectives course, CYC 202 taken by all our CYC students. Students will be invited to consider Indigenous people and history when doing assignments.

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

This course is eligible for PLAR.

9. Explain how each of the following 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)

Our area: This will be a 3-credit course. The move to 1<sup>st</sup> year entry will necessarily increase the credit requirements of the BA CYC. Class size will be our standard of 36 and the course will be offered annually. No new resources will be required, as these are already available within our CYFS department. There will be a budget increase equivalent to approximately 60 students per year.

Other area: This change will impact the Psychology department as there will be few to no CYC students taking Psyc 101, 102, and 250. This equates to approximately 60 less students for that department per year, as noted on an email communication to the Psyc Dept Head. The PS Dean has discussed this with the Dean responsible for Psyc as well.

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

There are no field trips associated with this course.

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

There will be no additional cost beyond tuition and textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: Sep 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|---|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Human Development I for Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Human Development I for CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course focuses on human growth and development from conception to age two. It considers the theories of change in cognitive, social, psychological, and physical domains during this period.</p> <p><b>Note:</b> Students with credit for ECE 100 cannot take this course for further credit.</p>                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | Admission to the Bachelor of Arts in Child and Youth Care or permission of the department head.                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>ECE 100</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours:</b> 45<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>6</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 |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 6 | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



**CYC 100**
**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 the major theories of human development
- Describe the physical changes prenatally, and the cognitive, social, and psychological changes in infancy and toddler years
- Review research and research methods related to human development
- Explain current issues related to the process of human development
- Examine research findings on an issue related to human growth and development and report the findings in a research paper

**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, video, small group work, discussion, and research

**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. Berger, K                          | Developing Person Through Childhood and Adolescence<br>10th Edition | <input checked="" type="checkbox"/> | Worth     | 2015 |
| 2. Boyd, D, Johnson P.,<br>and Bee H. | Lifespan Development, Fifth Canadian Edition                        | <input checked="" type="checkbox"/> | Pearson   | 2014 |
| 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:          | 25 % | Assignments:        | 30 % | Midterm exam:     | % | Practicum: | %     |
| Quizzes/tests:       | 20 % | Lab work:           | %    | Field experience: | % | Shop work: | %     |
| Other: Participation | 10 % | Other: Presentation | 15%  | Other:            | % | Total:     | 100 % |

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

- Prenatal physical, cognitive, and social development
- Infancy physical, cognitive, and social development
- Toddlerhood physical, cognitive, and social development
- Socialization
- Ecological model
- Nature versus nurture
- The scientific method
- Controversies regarding the development of children

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 9 November 2016

**Subject: Proposal for new course CYC 120 Human Development II for CYC**

1. Rationale for new course:

Students in CYC are required to take human development/developmental psychology course as part of their degree. Previously we have suggested to students that Psyc 250 was a good course to take to meet this requirement, but the scheduling of this course for our students has been challenging; our students generally work in the day and come to campus at night for CYC classes, making availability of Psyc 250 courses for our students difficult. An additional complication is that to take Psyc 250, students also had to complete Psyc 101 and Psyc 102, courses that are not required for our BA. This limits the ability of our students to meet this requirement early in their BA and slows their progress in the program. Having a course that meets the program requirement within our department eliminates this challenge, as we will schedule it in concert with other courses, and increases access for students, prioritizing their learning, and being responsive to their needs, as suggested by our Ed Plan goals.

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

A program change request has been submitted to move our BA to a 1<sup>st</sup> year entry (from 2<sup>nd</sup> or 3<sup>rd</sup> year). This course will fulfill a requirement for the BA program, and do it in the second semester of the first year of the program, so students are able to use this knowledge in the following three years of their education.

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

This course is foundational to our developmental approach to working with children, youth and families. It shares the development from age two to adulthood, through the four of the human domains: cognitive, social, psychological, and physical. It will also consider the effects of trauma at any point during this development and the difficulties that can occur. Knowing this information is significant for the work of Child and Youth Care Workers, supporting a child, youth, or family through challenges.

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

This course is only required in BACYC. A similar course is offered in ECE, also in CYFS. It will not affect the ECE offering of the course.

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

CYFS and Psychology.

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

This is not applicable.

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

We have an Indigenous Perspectives course, CYC 202 taken by all our CYC students. Students will be invited to consider Indigenous people and history when doing assignments.

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

This course is eligible for PLAR.

9. Explain how each of the following 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)

Our area: This will be a 3-credit course. The move to 1<sup>st</sup> year entry will necessarily increase the overall credit requirements of the BA CYC. There is a benefit to students in our program of one less course needed to meet a program requirement. Class size will be our standard of 36 and the course will be offered annually. The only additional resources required will be faculty, as all others are currently available within our CYFS department. There will be a budget increase equivalent to approximately 60 students per year that will potentially offset the faculty cost.

Other area: This course will not produce a net impact on the Psychology department, beyond what was noted in CYC 100. Communication has been sent to the Psyc Dept Head. PS Dean has discussed the change with the Dean responsible for Psyc as well.

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

There are no field trips associated with this course.

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

There will be no additional cost beyond tuition and textbook.


**ORIGINAL COURSE IMPLEMENTATION DATE:**

Sep 2017

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|---|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 120                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Human Development II for Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Human Development II for CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>This course is a continuation of CYC 100, focusing on human growth and development from age two to adulthood. It considers the theories of change in cognitive, social, psychological, and physical domains during this period with an emphasis on current research.<br><br>Note: Students with credit for ECE 120 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in CYC 100, or permission of the department head.                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>ECE 120</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 checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours:</b> 45<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;">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 style="text-align: right;">6</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 39 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 6 | 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><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 39        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |   |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**CYC 120**
**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 the major theories of human development as they apply to 2-19 year olds
- Describe the physical, cognitive, social, and psychological changes in children and youth
- Review research and research methods related to human development
- Examine research findings on an issue related to human growth and development and report the findings in a class presentation

**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, video, small group work, discussion, and research

**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. Berger, K                         | Developing Person Through Childhood and Adolescence<br>10th Edition | <input checked="" type="checkbox"/> | Worth     | 2015 |
| 2. Boyd, D., Johnson, P.,<br>Bee, H. | Lifespan Development, Fifth Canadian Edition                        | <input checked="" type="checkbox"/> | Pearson   | 2014 |
| 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:          | 30 % | Assignments: | 30 % | Midterm exam:     | 30 % | Practicum: | %     |
| Quizzes/tests:       | %    | Lab work:    | %    | Field experience: | %    | Shop work: | %     |
| Other: Participation | 10 % | Other:       | %    | Other:            | %    | Total:     | 100 % |

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

- Physical development of children
- Cognitive development of children
- Social development of children
- Psychological development of children
- Physical development of youth
- Cognitive development of youth
- Social development of youth
- Psychological development of youth
- Current topics such as aggression, bullying, disabilities, family development, parenting, self-esteem, and stress.

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 4 March 2016

**Subject: Proposal for new course CYC 125 Introduction to Activity Based CYC Practice**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This course is integral to that change as it gives students a repertoire of skills to practice and perfect through their education and practicum.

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

This is a core course at a foundational level.

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

This course aligns with the program by providing the opportunity for student to learn and experience activities that they can recreate with youth. These activities promote CYC core principles, especially inclusiveness and safety.

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

No.

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

None.

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

NA.

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives that serves as the foundation for indigenous ways of knowing. Through relevant activities, this course builds specifically on that foundational knowledge.

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

NA.

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

Credit value            3

Class size limit        36

Frequency of offering    Annually

Resources required (labs, equipment)  
Campus as well as the classroom.

Course will use natural environment of Abbotsford

FTE resources from the ECE Diploma will be dedicated to these course additions to accommodate the changes.

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

No.

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

There will be no cost for students beyond texts of about \$200.00, and tuition.



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2017

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|---|------------------|----|------------------------|---|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 125                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introduction to Activity-Based Child and Youth Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Activity Based CYC Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> CYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>An introduction to the identification, adaptation, and use of arts, games, play, and nature-based experiences in CYC. Theoretical foundations, ethical considerations, and benefits of activity are explored along with aboriginal approaches and inclusionary practices for diverse groups.</p>                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Admission to the Bachelor of Arts in Child and Youth Care or permission of department head.                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>9</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>9</td> </tr> <tr> <td>Laboratory hours</td> <td>18</td> </tr> <tr> <td>Field experience hours</td> <td>9</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 9 | Seminars/tutorials/workshops | 9 | Laboratory hours | 18 | Field experience hours | 9 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder-Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |   |                  |    |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



**CYC 125**
**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:

- Identify age appropriate activities for those served that promote CYC core principles
- Describe opportunities to utilize activities that maximize the principles of inclusion, diversity and indigenous perspectives
- Describe ethical and legal parameters regarding the appropriate and safe implementation of activities
- Explain the basic principles of experiential learning
- Explain principles of transformational change

**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, discussion, activities, participation in games

**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. Rohnke, K               | Silver bullets: A revised guide to initiative problems, adventure games, stunts and trust activities | <input checked="" type="checkbox"/> | Project Adventure | 2009 |
| 2. Schoel, J & Maizell, R  | Exploring islands of healing: New perspectives on adventure based counselling                        | <input checked="" type="checkbox"/> | Kendall Hunt      | 2002 |
| 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:    | 0%  | Assignments: | 30% | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests: | 20% | Lab work:    | 40% | Field experience: | 10% | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

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

Introduction to group theory  
 Planned activities and their therapeutic benefits  
 Exploration of activities in CYC practice  
 Identification and utilization of ice breakers and ending activities  
 Utilization of experiential activities for learning and transformational change  
 Exploration of risk and its therapeutic benefits  
 Forming a group  
 Norms in a group  
 Inclusion of all members of a group  
 Building an activity plan  
 Strategies to implement recreational activities  
 Adapting activities to meet unique needs of individual children and youth

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 4 March 2016

**Subject: Proposal for new course CYC 270 Expressive Therapies**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This course has previously run successfully as a pilot course. It will now be added as a regularly scheduled elective.

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

This is an elective course in the CYC program. Students from several other departments have taken the pilot course.

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

Techniques taught in this course can be used by students in practicum and practice to support children, youth, and families, which aligns directly with the program outcomes.

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

No.

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

None. (This course has been offered as a pilot and has received extremely positive feedback from students.)

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

NA.

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives that serves as the foundation for indigenous ways of knowing. This course builds specifically on that foundation of knowledge.

Indigenous approaches to some of the expressive therapies are included, particularly in the outdoor, music, and art portions of the curriculum.

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

NA.

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

- a. Credit value                      3

- b. Class size limit      24
- c. Frequency of offering      Annually
- d. Resources required (labs, equipment)      Resources are already available as this course has run as a pilot.

FTE resources from the ECE Diploma will be dedicated to these course additions to accommodate the changes.

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

No.

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

There will be no cost for students beyond tuition. There is no required text for this course; articles are posted online.



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2017

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 270                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Expressive Therapies for Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Expressive Therapies for CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br><p>Five different expressive therapies, taught by five different practitioners in the field of CYC, including benefits of the five different therapies, will be shared. Play, Art, Outdoor, Horticulture, and Music, and a variety of techniques used in each of these areas will be explored and experienced by students.</p> <p>Note: Students with credit for CYC 360N cannot take this course for further credit.</p>                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 100, 101, 120, 125, 167, and 168.                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <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 360N</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total Hours: 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>20</td> </tr> <tr> <td>Laboratory hours</td> <td>10</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 | 20 | Laboratory hours | 10 | 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 checked="" 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 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> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |

**CYC 270**
**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 expressive therapies and their uses with children, youth and families;
- Describe play, music, outdoor adventure, art, and horticultural from a perspective of indigenous culture;
- Integrate techniques of expressive therapy into their practice;
- Identify when to use various techniques of expressive therapies in their practice with children, youth, families;
- Discriminate between a medium such as play, and the therapy it can produce;
- Apply several innovative techniques to engage children and youth in therapy.

**Prior Learning Assessment and Recognition (PLAR)**
☒ Yes      ☐ No

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

Specialists in a variety of expressive therapies will share their knowledge

Discussions, Demonstrations, Role-plays, Hands-on practice, Storytelling

**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. | Landreth, G.                                                 | Play Therapy: the Art of the Relationship                                                                                    | 3rd                                 | Routledge                              | 2012 |
| 2. | Davis, William B.,<br>Gfeller, Kate E., Thaut,<br>Michael H. | An Introduction to Music Therapy Theory and Practice                                                                         | 3rd                                 | The American Music Therapy Association | 2008 |
| 3. | Santostefano, Sebastiano                                     | Child Therapy in the Great Outdoors: A Relational View                                                                       | <input checked="" type="checkbox"/> | Routledge                              | 2004 |
| 4. | Wadeson, Harriet                                             | Art Therapy Practice: Innovative Approaches with Diverse Populations                                                         | <input checked="" type="checkbox"/> | Wiley                                  | 2000 |
| 5. | Haller, Rebecca, & Kramer, Christine                         | Horticulture Therapy Methods: Making Connections in Health Care, Human Service, And Community Programs Through Horticulture) | <input checked="" type="checkbox"/> | CRC Press                              | 2006 |

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

All supplies will be provided for the various activities and experiences.

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**
**Typical course content and topics:**

Play Therapy

Art Therapy

Outdoor Therapy

Horticulture Therapy

Music Therapy

Using expressive therapies to help children and youth cope in their daily lives

A variety of techniques such as puppetry, sand play, books, humour, and games

Guiding children and youth to psychological health through the use of expressive therapies

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 4 March 2016

**Subject: Proposal for new course CYC 275 Wellness and Mindfulness Based Practices**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This course has previously run as a pilot course and found to be so beneficial that it will be added as a core course for all students.

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

This is scheduled to be a core course for all students in the CYC program.

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

This course provides practical techniques for student to use in their practice with children, youth, and families and for their own self-care. Self-care is a valued learning outcome of the CYC program.

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

No.

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

None.

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

NA.

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives that serves as the foundation for indigenous ways of knowing. This course builds specifically on that foundational knowledge. Traditional indigenous concepts of wellness are explored.

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

NA.

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

- |                                         |                                                                    |  |
|-----------------------------------------|--------------------------------------------------------------------|--|
| a. Credit value                         | 3                                                                  |  |
| b. Class size limit                     | 24                                                                 |  |
| c. Frequency of offering                | Annually                                                           |  |
| d. Resources required (labs, equipment) | Resources are already available as this course has run as a pilot. |  |

FTE resources from the ECE Diploma will be dedicated to these course additions to accommodate the changes.

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

No required field trip. There is walking on campus, and an optional field trip available.

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

There will be no cost for students beyond text (about \$100.00) and tuition.



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2017

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 275                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Wellness and Mindfulness-Based Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Wellness and Mindfulness                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>Mindfulness-based activities are the foundation for this practical, experiential course. Step-by-step guidance and presentations are systematically utilized to introduce mindfulness-based stress reduction. Theoretical foundations and benefits are examined. Personal/professional practice is cultivated in the context of the helping professions.</p> <p>Note: Students with credit for CYC 360O cannot take this course for further credit.</p>                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ in each of CYC 100, 101, 120, 125, 167, 168.                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 360O</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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>12</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>27</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>6</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 12 | Seminars/tutorials/workshops | 27 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 27        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



CYC 275

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:

- Explain the theoretical foundations of mindfulness-based practice and stress reduction strategies
- Describe concepts of wellness among indigenous societies
- Describe current research in neurobiology that supports mindfulness-based practices as a health benefit
- Identify the link between mindfulness-based practices and daily life, and daily life challenges
- Create a personal practice journal of the systemic development of MBSR skills
- Identify the ways in which mindfulness can be utilized and adapted in professional practice settings
- Develop a personal plan to continue mindfulness-based practice

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

☒ Yes ☐

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

Guided instruction in mindfulness-based practices of breathing, meditation, gentle stretching and simple yoga exercises

Group discussion

Assignments for home practice that includes DCs

Short lectures

One hour silent retreat

**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. Kabat-Zinn, J.               | Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness | <input checked="" type="checkbox"/> | Bantam Dell                    | 2013 |
| 2. Stahl, B., and Goldstein, E. | A mindfulness-based stress reduction workbook                                                     | <input checked="" type="checkbox"/> | New Harbinger Publication, Inc | 2010 |
| 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:    | % | Assignments:                                    | 90% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:                                       | %   | Field experience: | % | Shop work: | %    |
| Other:         | % | Participation in systematic skills development: | 10% | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Introduction to MBSR, foundations of mindfulness  
 Awareness, mind-body connections and experiences  
 Medicine wheel and other indigenous conceptualizations of wellness  
 Breath, breathing and presence  
 Stress, reactivity, and responsiveness  
 Neurobiology and the benefits of mindfulness-based practices  
 Deepening practice—linking mindfulness to daily life and challenges  
 Self-compassion  
 Interpersonal mindfulness  
 Healthful life patterns  
 Reflecting on practice and preparing for retreat  
 Extending practice—utilizing mindfulness in professional contexts  
 Transitions, continuing your practice

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 4 March 2016

**Subject: Proposal for new course CYC 280 Introduction to Policy, Politics and Practice in CYC**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This new course will provide new information shared with all students regarding the politics of the field and how that relates to policy and practice.

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

This new core course sets CYC related policy and politics into the macro contexts of society.

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

This course informs students about legislation pertaining to children, youth and families and its impact on society.

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

No.

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

The School of Social Work Director and an instructor in SOWK have been consulted.

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

NA.

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives that serves as the foundation for indigenous ways of knowing. This course builds specifically on that foundation knowledge.

The role of self-determination of indigenous people and the responsibility of indigenous child welfare authorities in Canada are explored.

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

NA.

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

- a. Credit value                      3
- b. Class size limit                36
- c. Frequency of offering            Annually

d. Resources required (labs, equipment)      NA

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

No.

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

There will be no cost for students beyond text (about \$200.00) and tuition.



ORIGINAL COURSE IMPLEMENTATION DATE:

Sep 2017

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|---|------------------------|---|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 280                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introduction to Policy, Politics, and Practice in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Policy Politics & Practice in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course examines legislation and standards governing child, youth, and family services. Organizational systems of child welfare, Indigenous authorities, youth justice, and education are explored. Implications of social policy, social justice, and accountability are addressed.</p>                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 100, 101, 120, 125, 167, 168.                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | CYC 296                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                           |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>20</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td>5</td> </tr> <tr> <td>Field experience hours</td> <td>5</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20 | Seminars/tutorials/workshops | 15 | Laboratory hours | 5 | Field experience hours | 5 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**CYC 280**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

- Describe the role of law in society
- Explain the history of indigenous self-determination
- Detail the legislation, both federal and provincial, that govern child, youth and family services
- Discuss implications of social policy on service delivery for children, youth and families
- Explain the ethical and legal accountability of CYC practitioners
- Define the systems of care for children, youth, and families (child protection, health, education, community services, youth justice)
- Identify the rights and responsibilities of children, youth, and families
- Describe social justice in the context of children, youth, and families who are marginalized or at risk

**Prior Learning Assessment and Recognition (PLAR)**
☒ Yes      ☐ No

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

A combination of short lectures, guest presentations, class discussions/activities, and a field trip

**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. | Turner, David and Uhlemann, Max R. | A Legal Handbook for the Helping Professional | 3rd         | Sedgewich society for Consumer and Public Education, Law Society of BC | 2007 |
| 2. |                                    |                                               |             |                                                                        |      |

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

Access to the following statutes:

- Charter of Rights and Freedoms
- Human Rights Code (BC)
- Canadian Human Rights Act (Fed)
- Child, Family and Community Act (BC)
- Youth Criminal Justice Act (Fed)
- Family Relations Act (BC)
- Divorce Act (Fed)
- Employment and Assistance Act (BC)
- Mental Health Act (BC)
- Adoption Act (BC)

**Typical Evaluation Methods and Weighting**

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

**Typical Course Content and Topics**

Introduction to the course/locating self in context of the law  
 Core legal knowledge for the helping professional  
 Charter and human rights  
 Child protection and the legal process  
 Children's rights to services in Canada  
 Indigenous self-determination and child protection law/adoptions  
 Family law/family violence and the criminal court system  
 Youth justice and the legal process  
 Mental health act  
 Adult guardianship and substitute decision making rights of persons with physical and mental disabilities  
 Education and the law  
 Freedom of information and protection of privacy personal  
 Legal liability  
 Advocacy & empowerment  
 Conflict resolution  
 Restorative justice  
 Evidence-giving

### **Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

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

Date: March 4, 2016

**Subject: Proposal for new course CYC 296 Inclusive CYC Practice**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This new course will provide new information shared with all students regarding the challenges of persons with disabilities.

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

This is scheduled to be a core course for all students in the CYC program.

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

Techniques taught in this course can be used by students in practicum and practice to support children, youth who have disabilities, which aligns directly with our program outcomes.

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

NA

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

The Director of Social Work was consulted. Our former course, CYC 496, was cross-listed with SW so this new course will create a change to their curriculum.

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

NA

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives that serves as the foundation for indigenous ways of knowing. This course considers disabilities as it relates to multiple social locations.

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

NA

9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value        3
  - b. Class size limit    36
  - c. Frequency of offering     Annually
  - d. Resources required (labs, equipment) None
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?  
No.
11. Estimate of the typical costs for this course, including textbooks and other materials:  
There are no expected costs beyond texts and tuition.



ORIGINAL COURSE IMPLEMENTATION DATE:

Winter 2018

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|---|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 296                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Inclusive Child and Youth Care Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Inclusive CYC Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course provides students with ecological perspectives of the impact of disability on families. It considers approaches to meeting physical, cognitive, emotional and social development needs, and the greater implications related to culture, public policy, and social justice.</p> <p>Note: Students with credit for CYC 496, ECE 213, or SOWK 496 cannot take this course for further credits.</p>                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Admission to the Bachelor of Arts in Child and Youth Care. and C+ or better in each of CYC 100, 101, 120, 125, 167, 168.                                                                                                                                                                                                                                                                                                                                                                      |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 496/SOWK 496</b><br>Cross-listed with:<br>Equivalent course(s): <b>ECE 213</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 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 type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>8</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>7</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Seminars/tutorials/workshops | 8 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: | 7 | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 7         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                             |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder-Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                      |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



**CYC 296**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes**

- Articulate personal beliefs and values about inclusion and disability
- Describe respectful ways to interact with individual with diverse abilities and needs
- Evaluate theoretical frameworks for interpreting and responding to disability
- Utilize strategies to promote inclusion and empowerment of people with disabilities and their families
- Identify a range of issues affecting people with disabilities and their families and caregivers

**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, discussion, activities, guest speakers

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒
**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**
**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)              | Current ed.              | Publisher    | Year |
|----------------------------|---------------------------------------------------|--------------------------|--------------|------|
| 1. Edelson, M.             | Battle Cries: Justice for Kids with Special Needs | 1 <sup>st</sup>          | Sumach Press | 2005 |
| <b>McLeskey, J.M.</b>      |                                                   |                          |              |      |
| 2. <b>Rosenberg, M.S.</b>  | Inclusion: Effective Practices for all Students   | 2 <sup>nd</sup>          | Pearson      | 2012 |
| <b>Westling D.L.</b>       |                                                   |                          |              |      |
| 3.                         |                                                   | <input type="checkbox"/> |              |      |
| 4.                         |                                                   | <input type="checkbox"/> |              |      |
| 5.                         |                                                   | <input type="checkbox"/> |              |      |

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

N A

**Typical Evaluation Methods and Weighting**

|                |      |              |      |                   |   |            |      |
|----------------|------|--------------|------|-------------------|---|------------|------|
| Final exam:    | 15 % | Assignments: | 75 % | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %    | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | 10%  | Other:       | %    | Other:            | % | Total:     | 100% |

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

Examination of the meaning of "disabled" locally and internationally  
 Discourse regarding the disciplines involved with children and youth with special needs  
 Natural development such as identity formation, sexuality, and gender relations  
 Stereotypes and values in relation to the concept of service and capacity building  
 Human rights of people with disabilities  
 Discussion of what contributes to high quality service delivery

### **Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

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

Date: March 4, 2016

**Subject: Proposal for new course CYC 330 Trauma Informed Practice in Child and Youth Care**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This new course will present new information to students regarding the effects of trauma on children, youth and families. This course is highly desired by employers in the field.

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

This course will be a core course.

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

This course is consistent with program learning outcomes as it uses a program model of ecological factors that promote resiliency and growth.

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

NA

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

None.

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

NA.

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives that serves as the foundation for indigenous ways of knowing. This course builds specifically on that foundational knowledge to address trauma impacting indigenous groups.

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

NA.

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

- a. Credit value            3
- b. Class size limit        36
- c. Frequency of offering     Annually
- d. Resources required (labs, equipment) Additional resources were gathered for the pilot course.

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

No.

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

There is no cost beyond the text (approximately \$100.00) and tuition.



ORIGINAL COURSE IMPLEMENTATION DATE:

Sep 2017

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 330                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Trauma-Informed Practice in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title:</b> Trauma-Informed 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><br>This course explores knowledge, skills, and attitudes to work with primary and secondary trauma in children, youth, and families. Relationally and culturally relevant interventions that promote resiliency and healing, informed by current theoretical knowledge from neurobiology and attachment, are addressed.<br><br>Note: Students with credit for CYC 360Q cannot take this course for further credit.                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 100, CYC 101, CYC 120, CYC 125, CYC 167, CYC 168, CYC 202, CYC 210, CYC 220, CYC 203, CYC 275, CYC 280, and CYC 296.                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 360Q</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td>10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25 | Seminars/tutorials/workshops | 10 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 10 | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder- Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder-Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 330

University of the Fraser Valley Official Undergraduate Course Outline

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**Learning Outcomes**

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

- Describe the socio- political and cultural dimensions of traumatic experiences, and ecological factors that promote resiliency and post-traumatic growth
- Describe how trauma intersects with the unique experiences of indigenous populations
- Identify the signs and symptoms of simple (type 1) and complex (type 2) trauma
- Design experiential and psychoeducational strategies to relay relevant neurobiological, personal, and relational impacts of complex trauma to children, youth and/or parents
- Apply appropriate practice skills and interventions that provide support, safety, stabilization, and referral for child and youth survivors of complex trauma
- Demonstrate self-awareness about the impact of working with survivors of trauma, and self-care strategies and resources that will prevent vicarious trauma

**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, online discussions, experiential learning activities, presentations, role plays, videos, guest speakers,

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

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

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

| Author (surname, initials)        | Title (article, book, journal, etc.)                                     | Current ed.                         | Publisher                                                                                                                                                                                      | Year |
|-----------------------------------|--------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Steele, W. & Malchiodi         | Trauma-Informed Practices with Children and Adolescents                  | <input checked="" type="checkbox"/> | Routledge                                                                                                                                                                                      | 2013 |
| 2. Klinik Community Health Centre | Trauma-informed: The trauma toolkit, 2nd ed.                             | <input checked="" type="checkbox"/> | Retrieved from <a href="http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf">http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf</a> | 2013 |
| 3. Baker, P. & McMahon-White, M.  | The Hopeful Brain: Relational Repair for Disconnected Children and Youth | <input checked="" type="checkbox"/> | Pretext Publishing                                                                                                                                                                             | 2011 |
| 4. Geddes, Chuck                  | Complex Care and Intervention Care Team Guide                            | <input checked="" type="checkbox"/> | Unpublished document, permission by author granted                                                                                                                                             | 2012 |
| 5.                                |                                                                          | <input type="checkbox"/>            |                                                                                                                                                                                                |      |

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

**Typical Evaluation Methods and Weighting**

|                    |     |              |     |                   |   |            |       |
|--------------------|-----|--------------|-----|-------------------|---|------------|-------|
| Final exam:        | %   | Assignments: | 40% | Midterm exam:     | % | Practicum: | %     |
| Quizzes/tests:     | 25% | Lab work:    | %   | Field experience: | % | Shop work: | %     |
| Online Discussion: | 15% | Journals:    | 20% | Other:            | % | Total:     | 100 % |

**Details (if necessary):**

**Typical Course Content and Topics**

- The social, cultural, political and historical contexts of trauma and resiliency
- Witnessing: Relational CYC and Vicarious trauma
- Simple (type 1) and Complex (type 2) trauma, and how they differ from each other
- Child Abuse and Neglect, Family Violence, and children and youth from regions in conflict
- Signs and symptoms of complex trauma in children, youth, and adults
- Understanding the brain's response to trauma
- The influence of complex trauma on the developing brain
- Memory and Dissociation
- The centrality of attachment and relationship to complex trauma
- Trauma Informed practice
- Resiliency and post traumatic growth
- Relational, somatic and strength based strategies that foster safety, stabilization and resiliency

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date 4 March 2016

**Subject: Proposal for new course CYC 395 Developing Healthy Relationships**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This new course will present new information to students regarding various types of relationships that children, youth and families experience.

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

This is a new elective course.

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

The CYC program is relationship-based so this course aligns with learning outcomes and principles of the program.

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

No.

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

None. (Consultation on content for this course has occurred with an MCFD Regional psychologist.)

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

NA.

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives that serves as the foundation for indigenous ways of knowing. This course builds specifically on that foundation knowledge, considering relationships in indigenous and non-indigenous populations.

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

NA.

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

a. Credit value            3

b. Class size limit        24

c. Frequency of offering    Annually

d. Resources required (labs, equipment)    New library resources will be purchased to support this course.

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

No.

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

There will be no cost for students beyond text (about \$200.00) and tuition.



ORIGINAL COURSE IMPLEMENTATION DATE:

Sep 2017

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|---|------------------------|---|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 395                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Developing Healthy Relationships in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Healthy Relationships in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This course addresses issues of safety in all human relations, and guides students in psychoeducational strategies to help young people to know how to choose friends, dates, and intimate partners, inclusive of diverse constructs of relationships.                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 100, 101, 120, 125, 167, and 168.                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                           |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>14</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>21</td> </tr> <tr> <td>Laboratory hours</td> <td>5</td> </tr> <tr> <td>Field experience hours</td> <td>5</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 14 | Seminars/tutorials/workshops | 21 | Laboratory hours | 5 | Field experience hours | 5 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 14        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 21        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 24<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder-Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |   |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



CYC 395

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 help youth to:

- Determine their role and responsibility in a human relationship
- Choose friends with intention
- Identify the warning signs of an unsafe relationship
- Describe their comfort level regarding intimacy and sexuality
- Decide on boundaries for relationships in their lives
- Explain modern dating and expectations
- Assess desirable characteristics of intimate partners

**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, presentations, interviews, workshops, small group 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. | Miller, R                                                                       | Intimate Relationships                                      | <input type="checkbox"/>   | McGraw Hill Education | 2014 |
| 2. | Gottman, J & Silver N                                                           | What Makes Love Last? How to Build Trust and Avoid Betrayal | <input type="checkbox"/>   | Simon & Schuster      | 2012 |
| 3. | Bern, E                                                                         | Games People Play: The Psychology of Human Relationships    | <input type="checkbox"/>   | Ballantine            | 2010 |
| 4. | Gazda, G & Asbury, F<br>& Balzer, F & Childers<br>W & Phelps, R &<br>Walters, R | Human Relationship Development: A Manual for Educators      | 6 <input type="checkbox"/> |                       |      |
| 5. | Lane, T & Tripp, P                                                              | Relationships: A Mess Worth Making                          | <input type="checkbox"/>   | New Growth Press      | 2007 |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 0%  | Assignments: | 40% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 25% | Lab work:    | 35% | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Communication  
 Conflict  
 Friends & Friendship  
 Dating  
 Sexuality  
 Love & Romance  
 Stressors--Money/Time/Kids  
 Marriage--"Till Death Us Do Part" and other ideas  
 Power/Control/Manipulation  
 Dependence/Co-dependence  
 Endings—Separation, Divorce, Death

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: March 4, 2016

**Subject: Proposal for new course CYC 485 Diverse Populations**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This course exposes students to the variety of humans and human conditions which they may encounter in their practice. This course has successfully run as a pilot in the past.

The area of diversity was noted as a gap in our last department review.

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

This is an elective course that fills a gap in CYC curriculum, as noted in our last department review.

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

This course's outcomes align directly with the CYC program in teaching students about social justice, anti-oppression, anti-racism and historical privilege.

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

No.

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

None.

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

NA.

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives that serves as the foundation for indigenous ways of knowing.

This course follows an emergent design where a portion of the content is co-constructed with students. As a result, from time to time the speakers may be indigenous.

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

NA.

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

- a. Credit value            3
- b. Class size limit        24

c. Frequency of offering      Annually

d. Resources required (labs, equipment)      No extra resources are required.

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

No.

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

There will be no cost for students beyond text (about \$100.00) and tuition.


**ORIGINAL COURSE IMPLEMENTATION DATE:**

Sep 2017

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 485                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Understanding Diverse Populations in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Diverse Populations in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br><br>Using the construct of Social Capital, students hear the voices from those who are living in diverse populations. These speakers share how their diversity shaped who they are now, the challenges in their youth, and how CYC practitioners could support them.<br><br>Note: Students with credit for CYC 360P cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 100, 101, 120, 125, 167, and 168.                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <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 360P</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 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: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">20</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">10</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20 | Seminars/tutorials/workshops | 15 | Laboratory hours | 10 | 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><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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| 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> 24<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

CYC 485

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:

- Integrate the power of *Social Capital* into their lives and into those with which they work
- Describe their *Social Location* based on cultural and other diverse attributes
- Articulate the construct of privilege
- Explain *Implicit Bias*
- Evaluate roots of oppression
- Interpret personal experience and how it affects perspective
- Assess differences and similarities between people groups

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

☒ Yes      ☐ No, PLAR cannot be awarded because

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

Like the content itself, this course format will be diverse.

Multiple modes including lecture, story-telling, reading, discussion, small groups, Ted Talks, interactive websites, and videos will be used.

For several weeks of the semester, guest speakers will share their own diverse experiences via an interview in front of the class. The theme of his/her story will form the framework for that week's lecture, discussion, and small group activity. Students will be asked to delve into their own beliefs about the diverse topics to reflect and respond to them.

**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. Clarkson, Adrienne      | Belonging                                                          | 1st         | House of Anansi Press     | 2014 |
| 2. Bolin, Inge             | Growing Up In A Culture Of Respect: Child Rearing In Highland Peru | 1st         | University of Texas Press | 2006 |
| 3.                         |                                                                    |             |                           |      |
| 4.                         |                                                                    |             |                           |      |
| 5.                         |                                                                    |             |                           |      |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |      |            |      |
|----------------|-----|--------------|-----|-------------------|------|------------|------|
| Final exam:    | %   | Assignments: | 60% | Midterm exam:     | 25 % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %    | Shop work: | %    |
| Other: Journal | 15% | Other: %     |     | Other:            | %    | Total:     | 100% |

**Details (if necessary):**

**Typical course content and topics:**

World complexity, diversity, and interconnectedness  
 Inter-cultural competence  
 Understanding differences and similarities  
 Discrimination in current events  
 Privilege and empowerment  
 Implicit bias  
 Social Capital  
 Aspects of cultural, generational, religious, sexual, housing and economic diversity

**Memo for New Course**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 4 March 2016

**Subject: Proposal for new course CYC 499 Capstone for Child and Youth Professionals**

1. Rationale for new course:

BACYC is moving to include a 1<sup>st</sup> year entry. This course will provide students an opportunity to reflect on their educational journey, its transformation into their practice, and a portfolio record that will be useful in their careers.

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

This is a new core course that is a culminating, capstone course for CYC students.

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

This course uses reflection and application of education, hallmarks of the learning outcomes of CYC.

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

No.

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

None.

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

NA.

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

The CYC program has an indigenous course CYC 202 – Aboriginal Perspectives, that serves as the foundation for indigenous ways of knowing. This course supports self-reflection for each student and his/her personal CYC journey.

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

NA.

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

- a. Credit value                      3
- b. Class size limit                36
- c. Frequency of offering            Annually
- d. Resources required (labs, equipment)            No extra resources are required.

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

No.

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

Tuition will be the required cost. Fees for optional workshops and memberships will be approximately \$300.00 and are made available, but are not required for the course.



ORIGINAL COURSE IMPLEMENTATION DATE:

Sep 2017

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|----|------------------|---|------------------------|--|--------------------------------------------|--|----------------------------|----|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 499                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Capstone for Child and Youth Care Professionals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Capstone for CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                 |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br><p>Students will reflect on their education and document their experiences in CYC. They will explore how these translate into their practice as a graduate, viewed through the lenses of "know, be, and do". Perspectives of CYC practice will be reviewed reflectively and demonstrated through evidence in a portfolio format.</p>                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 425, 485, 469.                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | CYC 402, 410                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                           |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">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>5</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>25</td> </tr> <tr> <td>Laboratory hours</td> <td>5</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>10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5 | Seminars/tutorials/workshops | 25 | Laboratory hours | 5 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities | 10 | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input checked="" 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                             |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |    |                  |   |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |



**CYC 499**

**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 their CYC competence in a portfolio
- Represent the transformation of their education into practice
- Articulate their identity as a CYC practitioner
- Appraise their CYC values in relation to their education
- Describe how each of UFV's ILO's relate to their work

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

☐ Yes ☒ No, PLAR cannot be awarded because it is reflective and interactive and immediate

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

A combination of short lectures, guest speakers, class discussions, class activities, and several workshops

**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. Zubizarreta, J., Mills, B. | The Learning Portfolio: Reflective Practice for Improving Student Learning | 1 <sup>st</sup>          | Jossey Bass          | 2009 |
| 2. Greene, S., Lidinsky, A.   | From Inquiry to Academic Writing: A Text and Reader                        | 3 <sup>rd</sup>          | Bedford/St. Martin's | 2014 |
| 3. Reynolds, N., Davis, E.    | Portfolio Keeping: A Guide for Students                                    | 3 <sup>rd</sup>          | Bedford/St. Martin's | 2013 |
| 4.                            |                                                                            | <input type="checkbox"/> |                      |      |
| 5.                            |                                                                            | <input type="checkbox"/> |                      |      |

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

No text is required although some are recommended. Students will access artifacts of their education and experience to complete their portfolio.

Fees, documents associated with applying for Accreditation through the Canadian Registry

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

**Typical course content and topics:**

Review of foundational principles of CYC practice

Personalized statement of values of the profession

Exploration of National Accreditation

Workshop participation

- Mental Health First Aid
- Ask Assess Act
- Non Violent Crisis Intervention

Career portfolio development

E-portfolio development

Professional resume development

**Memo for Course Changes**

To: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 27 July 2016

**Subject: Proposal for revision of CYC 267 to become CYC 167 Introduction to Working with Individuals in Child and Youth Care (minor changes)**

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

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

2. Rationale for change: The change of number and year of delivery of the course (it is only delivered once per year) is to facilitate program changes to a first year entry for students, effective Sep 2017.

This change echoes the developmental model (a program philosophy) of classes and courses over the four years of the degree (167 being an intro level and 367 being an advanced level of working with individuals).

The numbering change to 1xx rather than 2xx keeps the course path clear for students. That is, we want students to understand what 1<sup>st</sup> year courses are, as they need to have those completed before moving on to 2<sup>nd</sup> year courses.

- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): NA
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
- 5. Which program areas have been consulted about the change(s)? CYFS
- 6. What consideration has been given to indigenizing the curriculum? We have a CYC specific indigenous course that all CYC students take.
- 7. If this course is not eligible for PLAR, explain why: NA

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: NA
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: \$150 plus tuition.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

Sep 2017

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 167                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introduction to Working with Individuals in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Working with Individuals in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course focuses on purposeful change in the lives of children and youth. Self-awareness, the importance and use of therapeutic relationships, the helping process model, and core communication skills are explored. Change theory, risk assessment, and crisis intervention are introduced.</p> <p>Note: Students with credit for CYC 267 cannot take this course for further credit.</p>                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Admission to the Bachelor of Arts in Child and Youth Care or permission of the department head.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | CYC 100, 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 267</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>35</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 35 | Seminars/tutorials/workshops |  | Laboratory hours | 10 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**CYC 167**
**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:

- Identify personal beliefs, values and ethics related to child and youth care practice
- Demonstrate the flexible use of a range of core communication and helping skills
- Explain the nature of helping relationships
- Apply a problem-solving approach for intervention and crisis management
- Demonstrate the ability to foster the development of a therapeutic relationship

**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, demonstration, roleplay, presentation

**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. Ivey, A.E. & Ivey, M.B. | Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society | <input checked="" type="checkbox"/> | Brooks/Cole Publishing Co., Pacific Grove, CA. | 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.)**

Journals: Relational Child and Youth Practice

International Journal of Child, Youth and Family Studies

Web-based Resource: CYC Net

**Typical Evaluation Methods and Weighting**

|             |     |             |     |               |     |            |       |
|-------------|-----|-------------|-----|---------------|-----|------------|-------|
| Final exam: | 20% | Assignment: | 35% | Midterm exam: | %   | Practicum: | %     |
| Essay:      | 30% | Lab work:   | %   | Journal:      | 15% | Shop work: | %     |
| Other:      | %   | Other:      | %   | Other:        | %   | Total:     | 100 % |

**Details (if necessary):**

**Typical Course Content and Topics**

- Fundamentals of change
- Ways of Knowing
- Self-awareness in CYC
- Theoretical basis for understanding self in relationship
- Relationship
- The Helping process – a framework for CYC practice
- Microskills – listening, attending, observation, empathy, concreteness, immediacy, self-disclosure, confrontation
- Risk Assessment
- Crisis intervention & Suicide intervention

**Memo for Course Changes**

To: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 27 July 2016

**Subject: Proposal for revision of CYC 268 to become CYC 168 Social Constructs of Families and Groups (minor changes)**

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

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

2. Rationale for change: The numbering change for this course, and move to first year, is to facilitate program changes effective Sep 2017, including a first year entry for students. This results in changes to prerequisites. The new title is to enhance clarity of the course content.

This change echoes the developmental model (a program philosophy) of classes and courses over the four years of the degree (168 being an intro level and 368 being an advanced level of working with individuals).

The numbering change to 1xx rather than 2xx keeps the course path clear for students. That is, we want students to understand what 1<sup>st</sup> year courses are, as they need to have those completed before moving on to 2<sup>nd</sup> year courses.

3.

4. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): NA
5. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
6. Which program areas have been consulted about the change(s)? CYFS
7. What consideration has been given to indigenizing the curriculum? We have a CYC specific indigenous course that all CYC students take.

8. If this course is not eligible for PLAR, explain why: NA
9. 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: NA
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
11. Estimate of the typical costs for this course, including textbooks and other materials: \$150 plus tuition.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 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 168                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Social Constructs of Families and Groups<br><b>Course Short Title (if title exceeds 30 characters):</b> Families and 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>This course focuses on how groups and families are constructed in Canadian society. Group, family, and community services will be explored in context. Cycles of family violence will be explored.<br><br>Note: Students with credit for CYC 268 cannot take this course for further credit.                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Admission to the Bachelor of Arts in Child and Youth Care and (C+ or better in each of CYC 100, 101, and 167) and (one of the following: departmentally-approved certificate or diploma, or 30 university-level credits).                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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, CYC 268</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"> <tr> <td>Lecture hours</td> <td>26</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>19</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></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 26 | Seminars/tutorials/workshops | 19 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 26        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 19        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <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> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |



CYC 168

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:

- *Socially Locate* themselves and others in the context of family and groups
- Explain group and family dynamics
- Express how effective communication skills and change theory can be applied in helping relationships with groups and with families
- Describe skills for developing safe, supportive helping environments
- Relate 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, 3 <sup>rd</sup> Ed. | <input checked="" type="checkbox"/> | Oxford University, Don Mills, ONT | 2014 |
| 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: | %    |
| Other:Developmental Group activity Planning in CYC | 15% | Other:Creating Therapeutic Millieu 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
- 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
- Awareness of families in crisis
- Child and abuse and neglect/cycles of violence
- Community service delivery.

**Memo for Course Changes**

To: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: October 20, 2016

**Subject: Proposal for revision of CYC 202 Indigenous Perspectives in Child and Youth Care Practice (minor changes)**

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: We wish to change the title as a clarification, to a more current and more desired term for this population. The calendar change is for consistency to the title change.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes have been revised to reflect:
  1. Because other courses have been added to our CYC program to create a first year entry, there is a change in pre-requisites for this course.
  2. History and current practices of the local indigenous populations this learning is seen as relevant to the CYC field of practice, and is consistent with CYC learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? CYFS, Indigenous Studies
6. What consideration has been given to indigenizing the curriculum? This curriculum is indigenous in nature, especially as it relates to indigenous children, youth and families.
7. If this course is not eligible for PLAR, explain why: NA
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: NA
  - a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
- YES, a field trip to St Mary's occurs in this course, and it is noted in the syllabus, with students paying for their transportation. The department donates a gift to the Elder who facilitates the tour.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$150 plus tuition.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

Sep 2017

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|---|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Indigenous Perspectives in Child and Youth Care Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Indigenous Perspectives in CYC                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Child Youth & Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course provides Indigenous perspectives that are valuable to CYC practitioners in helping them gain a professional level of sensitivity in working with clients of Indigenous descent. Knowledge of Sto:lo history, culture, traditions/teachings, language, and current issues are shared from an Indigenous perspective.</p>                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 100, 101, 120, 125, 167 and 168.                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                          |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>14</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td>6</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25 | Seminars/tutorials/workshops | 14 | Laboratory hours |  | Field experience hours | 6 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 14        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 202

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 Sto:lo history including pre-contact, contact, and post-contact periods of colonization
- Articulate specific issues around the residential schools experience, assimilation attempts, loss of territory, etc.
- Explain the importance of salmon to Sto:lo life and culture
- Express the value of ceremonies, art and storytelling traditions
- Describe social issues prevalent in children, youth, and families within Sto:lo Nation

**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, supplemented by visits from various people from the Sto:lo Nation, including Elders, teachers, artists, videos, field trips, and Sto:lo designed and implemented sensitivity training

**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. Carlson, K.T.           | You are Asked to Witness: The Sto:lo in Canada's Pacific Coast History | <input checked="" type="checkbox"/> | Sto:lo Heritage Trust, Chilliwack, BC | 1997 |
| 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:    | 20 % | Assignment:  | %   | Midterm exam:     | %    | Practicum: | %     |
| Quizzes/tests: | %    | Lab work:    | %   | Field experience: | %    | Shop work: | %     |
| Journals:      | 40 % | Other: Essay | 25% | Presentation:     | 15 % | Total:     | 100 % |

**Details (if necessary):**

**Typical Course Content and Topics**

Course introduction and arrangements for field trips  
 Sto:lo Nation history  
 Consequences experienced by Sto:lo people as a result of colonization  
 Specific issues around the residential schools experience  
 The importance of salmon to Sto:lo life and culture  
 Halq'emeylem language  
 Oral tradition, traditional learning, communication styles, and storytelling  
 Elders, biographies, and the importance of ancestry  
 First Nations entrepreneurs and artisans  
 Ceremonies and traditions  
 Current theory in working with indigenous clients  
 Current services available, indigenous and non-indigenous based

**Memo for Course Changes**

To: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 27 July 2016

**Subject: Proposal for revision of CYC 302 to become CYC 203 Child and Youth Care Perspectives on Mental Health and Substance Misuse (major change due to upper to lower division)**

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

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

2. Rationale for change: The change of number and year of delivery of the course (it is only delivered once per year) is to facilitate program changes to a first year entry for students, effective Sep 2017. Prerequisites will necessarily change due to the change of when the course is offered.

The educational rationale is that it is important for students to have the info from this course before they do practicum in 3<sup>rd</sup> year so they can use it there.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? CYFS and SWHS
6. What consideration has been given to indigenizing the curriculum? We have a CYC specific indigenous course that all CYC students take.
7. If this course is not eligible for PLAR, explain why: NA
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: NA
- a. Credit value
  - b. Class size limit

- c. Frequency of offering
  - d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
- 10. Estimate of the typical costs for this course, including textbooks and other materials: \$150 plus tuition.


**ORIGINAL COURSE IMPLEMENTATION DATE:**
**REVISED COURSE IMPLEMENTATION DATE:**

Sep 2017

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|---|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> CYC 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Full Title:</b> Perspectives on Mental Health and Substance Misuse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Mental Hlth & Substance Misuse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <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>Mental health care and addictions treatment fields are explored. Students will examine their own beliefs about mental health and engage in personal reflection on the role of addictive behaviour and the links with relationships and personal ecology.<br><br>Note: Students with credit for CYC 302 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 100, 101, 120, 125, 167, and 168.                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <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 302</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                          | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">26</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">13</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: right;">6</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 26 | Seminars/tutorials/workshops | 13 | Laboratory hours |  | Field experience hours | 6 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |   |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |



**Learning Outcomes**

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

1. Describe how substance misuse and mental health issues are conceptualized
2. Discuss components of the system of care a) for substance misuse b) for mental illness (with particular focus on children and youth, and including health promotion, prevention, and treatment).
3. Explain treatment practices and change processes in a) substance misuse and b) mental health.
4. Reflect upon their own experiences, values, and beliefs about addiction and mental health issue
5. Describe tensions and differences within the fields
6. Integrate and connect knowledge of substance misuse and mental health issues with prior learning from CYC theory and knowledge.
7. Describe roles for CYC practitioners in mental health and addictions fields.

**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)**

Local experts in the field of mental health and addictions will be drawn upon to share their lived experience, knowledge, and personal journey. This course combines the tradition of academic learning with personal reflection and exploration. Students will be expected to explore course material from both intellectual and personal perspectives, using their helping skills to assist colleagues. Assignment and class time will be a mix of both themes, personal and academic.

**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. MCFD                    | The BC Child and Youth Mental Health Plan: A Promising Start to an Urgent Need | <input checked="" type="checkbox"/> | BC Auditor General | June 2007 |

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

- Out of the Shadows at Last – The Mental Health Care System in Canada, Alberta Mental Health Plan
- DSM IV
- Map of the Mind Fields
- Fighting our Fears, Beyond the Blues, Attention Deficit Disorder "Inclusion of Children & Youth", Aboriginal Journeys in Mental Health
- "Walking the Path Together", Child and Youth Mental Health Teams in the Fraser Valley (MCFD)
- Achenbach Child Behaviour Checklist
- Brief Child and Family Phone Intake
- Depression Inventories, Anxiety Inventories
- Staff from Fraser Health Youth and Young Adult Mental Health Programs, Staff from Child and Youth Mental Health – Fraser Region
- The Hierarchy of Needs and care planning in addiction services: What Maslow can tell us about addressing competing priorities? (Addiction Research & Theory, Aug 2008, Vol. 16 Issue 4)
- Staff from Addictions Services – Fraser Health, 14 part DVD series – "Addiction: Why can't they stop?", DVD – Medical Consequences of Addiction, Youth Core Addiction Practice

**Typical Evaluation Methods and Weighting**

|                   |     |                     |     |                   |     |            |      |
|-------------------|-----|---------------------|-----|-------------------|-----|------------|------|
| Final exam:       | 25% | Class Presentation: | 25% | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests:    | %   | Lab work:           | %   | Field experience: | %   | Shop work: | %    |
| Personal Project: | 25% | Reflection:         | 10% | Participation:    | 15% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

1. Course overview and introduction to child and youth mental health, main diagnostic criteria and features associated with the most prevalent disorders.
2. Introduction to the system of care for children and youth with mental health problems, with a review of strategies in Aboriginal mental health.
3. Overview and introduction of addictions in children and youth and the system of care including detox, daytox, DEWY program, outpatient and outreach programs.
4. Student presentations – consumer movements in mental health and addictions, medications vs talk therapy and psycho-social interventions, the link between trauma, mental health, and addictions.
5. Class presentations –harm reduction, family centered/ecological care and the tensions with patient centered care and confidentiality.

6. The importance of ecological frameworks, person centered and relationship skill.
7. DSM IV descriptors and categories of chemical dependency, commonly used measurement processes, developmental trajectories, prevalence, commonly understood presentations and impacts on functioning.
8. Describe tensions and differences within the fields:
  - Harm reduction approaches to treatment versus “program purity”
  - Medication versus “talk therapy”
  - Medical versus bio-psycho-social-spiritual model
  - Consumer movements and professional privilege
  - Family and ecological engagement/patient centered care and confidentiality

**Memo for Course Changes**

To: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: October 20, 2016

**Subject: Proposal for revision of CYC 320 Relational Case Planning 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: The change of course title, content, learning outcomes, and texts is to facilitate program changes to a first year entry for students, effective Sep 2017. Pre/co-requisites will necessarily change to accommodate our new course offerings. The text is upgraded for currency, and the learning outcome changes incorporate content from CYC 321 which is to be discontinued. The title and calendar description changes are for clarity of the content of the course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes have changed to incorporate those both of CYC 320 and CYC 321 (321 is to be discontinued). They reflect updated theories and philosophies of the field of CYC and are more practice-based. The course delivery and evaluation has adapted similarly.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? CYFS
6. What consideration has been given to indigenizing the curriculum? We have a CYC specific indigenous course that all CYC students take.
7. If this course is not eligible for PLAR, explain why: NA
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: NA

- a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: \$150 plus tuition.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 320                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Relational Case Planning in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Relational Case Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 focuses on utilizing a reflective practice in assessment and planning processes in CYC. A relational, structural, and strengths-based approach to identifying needs and resources for children, youth, and families is presented. Collaborative and respectful practice is emphasized.</p>                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of CYC 202, 203, 210, 220, 275, 280, 296.                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours:</b> 45<br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**CYC 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:

- Identify personal beliefs, values, and ethics related to child and youth care practice
- Evaluate the impact of personal characteristics on professional action
- Identify current social concerns, risk and resiliency factors to better understand the origins of behavior.
- Describe the elements of life space for children and youth
- Identify structure/agency dilemmas within the context of the life space of children and youth
- Identify the key constructs of a structural and strengths-based theoretical orientation
- Explain the significance of making and maintaining relationships and connections
- Demonstrate a relational model of assessment and intervention planning

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

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

**Typical Instructional Methods**

This course utilizes a combination of short lectures, discussions and case-based students presentations/demonstrations.

**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. | Cech, Maureen.                      | Interventions with Children and Youth in Canada.                                  | 2nd                      | Oxford University Press | 2015 |
| 2. | Gharabaghi, Kiaras & Stuart, Carol. | Right Here, Right Now: Exploring Life-Space Interventions for Children and Youth. | 1st                      | Pearson Canada Inc.     | 2013 |
| 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:         | 30% | Assignments:                      | %   | Midterm exam:     | %   | Practicum: | %     |
| Quizzes/tests:      | %   | Lab work:                         | %   | Field experience: | %   | Shop work: | %     |
| Other:Participation | 10% | Other:Personal practice portfolio | 30% | Other: Case Plan  | 30% | Total:     | 100 % |

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

- Working towards change
- Therapeutic process
- Theoretical orientations
- Structural & strengths-based approach
- Life Space/Self & Agency
- Social construction of the child
- Developmentally appropriate practice & attachment
- Self & relationship/engaging with children and youth
- Stories & narrative
- Understanding behaviours & needs
- Relational assessment & case planning
- Interventions
- Evaluation/follow-up/Documentation
- Accountability/Professional practice/ethical considerations

**Memo for Course Changes**

To: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: October 20, 2016

**Subject: Proposal for revision of the course number of CYC 423 to CYC 325 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: This course has been moved to third year as part of our program changes to first year entry effective 2017. This desire is to facilitate a greater amount of time for students to develop or refine their research ideas and request HREB approval if needed, before the Data Analysis course in 4<sup>th</sup> year. The change in calendar description reflects this move to a 3<sup>rd</sup> year course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): These learning outcomes are changed to meet UFV's UEC requirements of working, adjusting them to a 3<sup>rd</sup> year level.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? CYFS
6. What consideration has been given to indigenizing the curriculum? We have a CYC specific indigenous course that all CYC students take.
7. If this course is not eligible for PLAR, explain why: NA
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: NA
- a. Credit value
  - b. Class size limit

- c. Frequency of offering
  - d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
- 10. Estimate of the typical costs for this course, including textbooks and other materials: Text of \$200 plus tuition is expected.





ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

Sep 2017

## 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 325                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <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><p>Within an applied research context, students develop the knowledge and skills necessary to locate, understand, and utilize research relating to the field of CYC. This includes basic designs and methodologies within qualitative and quantitative research models.</p> <p>Note: Students with credit for CYC 423 cannot take this course for further credit.</p>                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Admission to the Bachelor of Arts in Child and Youth Care.                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 423</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="#">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>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>9</td> </tr> <tr> <td>Laboratory hours</td> <td>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></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30                                         | Seminars/tutorials/workshops | 9 | Laboratory hours | 6 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student directed learning |  | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 9         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                        |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |   |                  |   |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 325

University of the Fraser Valley Official Undergraduate Course Outline

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**Learning Outcomes**

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

- Discuss the purposes, procedures, and ethical considerations involved in research
- Examine the strengths and limitations of qualitative and quantitative research models
- Assess the applicability of various research models to particular types of research questions
- Identify the elements of the research process, via the design of a research proposal or project
- Critically evaluate published research literature
- Generate refined research questions
- Evaluate practices in terms of measurement, validity, and reliability
- Explain the rationale behind sampling

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

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

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

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

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

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

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

| Author (surname, initials)  | Title (article, book, journal, etc.)                                                                      | Current ed.                         | Publisher                  | Year |
|-----------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------|------|
| 1. <u>Seawright</u> , Jason | Multi-Method Social Science: Combining Qualitative and Quantitative Tools (Strategies for Social Inquiry) | <input checked="" type="checkbox"/> | Cambridge University Press | 2016 |
| 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: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: October 20, 2016

**Subject: Proposal for revision of CYC 340 Developmental Theory in in Child and Youth Care Practice (major changes)**

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

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

2. Rationale for change: The change of course content and learning outcomes is to facilitate program changes to a first year entry for students, effective Sep 2017. This course will incorporate the content from CYC 341 which is to be discontinued. The pre-requisites have changed based on the new first year entry model of the CYC program.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? CYFS
6. What consideration has been given to indigenizing the curriculum? We have a CYC specific indigenous course that all CYC students take.
7. If this course is not eligible for PLAR, explain why: NA
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: NA
- a. Credit value
  - b. Class size limit
  - c. Frequency of offering

- d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
- 10. Estimate of the typical costs for this course, including textbooks and other materials: \$150 plus tuition.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** Sep 2017  
**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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <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, examining historical and 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, and C+ or better in each of CYC 202, 203, 210, 220, 275, 280, and 296.                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>CYC 338A</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: center;">39</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">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: student directed learning</td><td></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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 39 | Seminars/tutorials/workshops | 6 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning |  | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |   |                  |  |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

**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: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: October 20, 2016

**Subject: Proposal for revision of course number CYC 467 to CYC 367 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: This course has been moved to third year as part of our program changes to first year entry effective 2017. This desire is to facilitate time for students to have access to this information when they are in practicum settings, and meeting with individuals, where these skills will be practiced. As this changes the year this course is offered, the pre-requisites have changed appropriately. The learning outcomes have been adjusted for 3<sup>rd</sup> year delivery and the “Community Interaction” component has been removed, as that now sits in CYC 402.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes have changed to be consistent with a 3<sup>rd</sup> year course, and to be inclusive of UFV’s UEC rules for course outlines.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? CYFS
6. What consideration has been given to indigenizing the curriculum? We have a CYC specific indigenous course that all CYC students take.
7. If this course is not eligible for PLAR, explain why: NA
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: NA
- a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: Text of \$150 plus tuition is expected.




**ORIGINAL COURSE IMPLEMENTATION DATE:**
**REVISED COURSE IMPLEMENTATION DATE:**

Sept 2017

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 367                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <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> Adv. Skills with Individuals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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>Through 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Note: Students with credit for CYC 467 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or higher in each of CYC 202, 203, 210, 220, 275, 280, and 296.                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 467, 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" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: center;">17</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: center;">28</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></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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 17 | Seminars/tutorials/workshops |  | Laboratory hours | 28 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: student directed learning |  | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 28        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: student directed learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 367

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 an understanding and responsive professional caring relationship
- Discuss competent use of basic and advanced helping skills within the helping process.
- Write a thorough client report which includes presenting problems and strengths, goal setting, an intervention plan and evaluation strategies.
- Identify the use of theoretical orientations influencing their personal style.
- Demonstrate self-awareness with respect to their professional development

**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
- Role-plays, 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

**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, S. | <u>The Professional Counsellor: A Process Guide to Helping</u> | <input checked="" type="checkbox"/> | Pearson   | 2012 |
| 2.                             |                                                                | <input type="checkbox"/>            |           |      |
| 3.                             |                                                                | <input type="checkbox"/>            |           |      |

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

Recommended: Corey, G. (2016). Theory and Practice of Counselling and Psychotherapy, 10th Ed. Cengage Learning

**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: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: October 20, 2016

**Subject: Proposal for revision of course number from CYC 468 to CYC 368 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:

2. Rationale for change: This course has been moved to third year as part of our program changes to a first year entry effective 2017. This desire is to facilitate time for students to have access to this information when they are in practicum settings, and facilitating groups, where these skills will be practiced under supervision. The calendar description has been updated to reflect the classroom experience, and the grading system adapted to that of a 3<sup>rd</sup> year course, as have the learning outcomes. The prerequisites are adjusted to accommodate this being offered in 3<sup>rd</sup> year.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes are adjusted to reflect the 3<sup>rd</sup> year level, and to align with UFV's UEC course outline guidelines.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? CYFS
6. What consideration has been given to indigenizing the curriculum? We have a CYC specific indigenous course that all CYC students take.
7. If this course is not eligible for PLAR, explain why: NA
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: NA
- a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: Text of \$200 plus tuition is expected.


**ORIGINAL COURSE IMPLEMENTATION DATE:**
**REVISED COURSE IMPLEMENTATION DATE:**

Sep 2017

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

Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CYC 368                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">Course credit policy (105)</a> |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Advanced Skills with Groups in Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Advanced Skills with Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 facilitation of groups for children, youth, and families are presented. Students apply theory through leading large and small groups, giving and receiving feedback on their work in a laboratory-style environment.<br><br>Note: Students with credit for CYC 468 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or higher in each of CYC 202, 203, 210, 220, 275, 280, and 296.                                                                                                                                                                                                                                                                                                                                                                         |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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 468, 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="#">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;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">30</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15                                         | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>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> Dr. Maple Melder Crozier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> October 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

CYC 368

University of the Fraser Valley Official Undergraduate Course Outline

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**Learning Outcomes**

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

- 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 (in practice and though giving and receiving peer feedback);
- Synthesize components of the experiential model for group facilitation
- Implement a small group session
- Debrief a small group session.

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

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

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

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

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

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

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

|    | Author (surname, initials)    | Title (article, book, journal, etc.)            | Current ed.                         | Publisher | Year |
|----|-------------------------------|-------------------------------------------------|-------------------------------------|-----------|------|
| 1. | Johnson, D.W. & Johnson, F.P. | Joining Together: Group Theory and Group Skills | <input checked="" type="checkbox"/> | Pearson   | 2012 |
| 2. |                               |                                                 | <input type="checkbox"/>            |           |      |

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

None.

**Typical Evaluation Methods and Weighting**

|                   |     |                    |      |                                 |     |            |      |
|-------------------|-----|--------------------|------|---------------------------------|-----|------------|------|
| Final exam:       | 20% | Assignments:       | %    | Midterm exam:                   | %   | Practicum: | %    |
| Quizzes/tests:    | %   | Lab work:          |      | Part in group observation       | 10% |            | %    |
| Other:self-review | 20% | Feedback to peers: | 15 % | Other: small group facilitation | 35% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics:**

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

**Memo for Course Changes**

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: October 20, 2016

**Subject: Proposal for discontinuance of CYC 321 Critical Issues in Current CYC 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: Course content has been integrated into CYC 320 and other speciality elective courses.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): NA
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NO. NA
5. Which program areas have been consulted about the change(s)? CYFS
6. What consideration has been given to indigenizing the curriculum? NA
7. If this course is not eligible for PLAR, explain why: NA
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: NA
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

Discontinuance of this course allows the CYC program the time and budget to develop CYC electives that are requested by employers and the field.

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? NA
10. Estimate of the typical costs for this course, including textbooks and other materials: NA



### **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 20, 2016**

Subject: **Proposal for discontinuance 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:

**Content and outcomes that are current have been integrated into CYC 340 and other elective courses.**

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

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?

**Child, Youth, and Family Studies has an indigenous course. Faculty also weave examples and assignments that pertain to indigenous culture throughout other curriculum.**

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)

**Discontinuing this course allows CYFS time and budget in the CYC program to offer CYC electives that reflect current requests from employers and the field**

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.**

## **Memo for Program Changes**

To: Dr. Tracy Ryder Glass

Faculty Council of Professional Studies

From: Dr. Maple Melder Crozier, Child, Youth & Family Studies

Date: March 4, 2016

### **Subject: Program change for BACYC to a First Year Entry**

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

- ☒ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☒ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

a) Consistency with partner programs

Our BACYC program began at UFV in 1993 as a degree completion program starting at 2<sup>nd</sup> and 3<sup>rd</sup> year, as it was in our parent institution UVIC. We are part of a BC and AB Provincial Consortium group of universities, of which UVIC is one, that all agree to teach and maintain common learning outcomes. In the past few years, most of our partner programs have moved to a 1<sup>st</sup> year entry and encouraged all Consortium partners to do the same to address consistency and ease of transfer of students.

b) Increased skills for students as defined by field

A secondary reason is, in discussions with employer agencies in our field, CYC grads can benefit from further curriculum, in response to current issues such as an increase in anxiety, trauma and brain research. The only way to add these to our core curriculum is to add new courses. The first year entry allows for that.

c) Accreditation

To have all topics covered that are recommended by our Accreditation governance body, these additional courses are essential.

The proposed changes will benefit employers, external governance bodies, Provincial partners, and importantly, better prepare our students.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

Program outcomes are not substantially changed.

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

We have a specific course, CYC 202, on Aboriginal Perspectives. Additionally, most courses build on the foundational CYC 202 course with content specific indigenous examples and principles in assignments and/or discussions. In this way, we ensure there is a strong and consistent foundation of indigenous history for all students, plus weave indigenous content through most courses of our program.

5. Will additional resources be required? If so, how will these costs be covered?

Library resources and class supplies are needed to support this change. We will use FTEs dedicated to our department, currently not utilized, but that may be needed by the ECE program in the future.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

All CYC students will have (a total of 140 students per year impacted):

- A more complete array of education and skills in preparation for their careers.
- Seamless access to courses (law and life span development) as this plan eliminates scheduling challenges and conflicts.
- More time and easier access to the program because one less prerequisite course is required.

There will be an increased number of students in the program with the first year added. However, we will continue to admit 36 new students each year, as is done currently.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The number of core credits is increased (63 to 84 with addition of 1<sup>st</sup> year).

The number of electives credits is decreased (51 to 30 with addition of first year).

The total # of courses offered within the discipline will be increased (21 to 28).

The total number of credits for the BACYC remains at 120.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

FTE resources from the ECE Diploma will be dedicated to these course additions to accommodate the changes.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

Students will take one less course, SOWK 312, from the Social Work Department. This course was challenging for students to access as it was scheduled differently than our courses and hindered access. This course is required for a Child Protection Specialization so we have redeveloped it specific to CYC students.

Students will not be taking PSYC 250 from the Psyc Department. This course required our students to do 2 other courses (Psyc 101 and 102) that are not required by our program, but are prerequisites of the Psyc Department for students taking Psyc 250. To make the curriculum of Psyc 250 more accessible, we have added CYC 100 and CYC 120, co-listed courses of our ECE Program (ECE 100 and ECE 120). These are equivalent to Psyc 250 (we have allowed ECE 100 and 120 as a waiver for Psyc 250 since the inception of the BACYC in 1993) and have content specific to CYC.

There will be minimal impact to both PSYC and SOWK as this change will affect an average of 36 students a year for each department.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**TRACY – Dean's memo. (SOWK change)**

**TRACY – Dean of Psyc note needed. (PSYC change)**

Calendar copy with changes tracked (clean copy follows)

## **Bachelor of Arts in Child and Youth Care degree**

### The Child and Youth Care Program

This program provides ~~degree-completion-a degree opportunity opportunities~~ for students ~~working towards from for~~ a range of human service disciplines. The CYC program is ~~a four year, 120 credit program, for~~ tailored to part-time students and those already in the workforce working professionals, with core course offerings scheduled for afternoons and evenings. The program of study also includes elective courses along with possible specializations. - Students without a background in the human services field may apply to the program. following successful completion of entrance requirements. ~~Most children and youth care workers practitioners~~ are balancing agency, family, personal, and professional needs as they pursue training or upgrading education in an increasingly demanding and complex field.

### What is Child and Youth Care?

~~The BA in Child and Youth Care is designed to offer credit-based professional education to practitioners in human services agencies working with children, youth, and families. Most child and youth care workers are balancing agency, family, personal, and professional needs as they pursue training or upgrading in an increasingly demanding and complex field.~~

Child and youth care is an expanding field. It crosses a wide range of work settings and areas of practice, including residential/group home programs, regular and alternative school programs, day care and early childhood programs, child protection and guardianship work in the provincial government, family support, child care and early childhood programs, child life/hospital-based programs, residential/group home programs, youth justice/probation /young offender programs, special needs foster care, parent/counsellor resources, programs for people with mental health, h, concerns disabilities, and early intervention and child development centres, and related community agencies. The breadth of the child and -youth care field requires a primary curriculum focus on development and social competence for therapeutic intervention through relationships.

### What Employers Want

This program is designed in response to increasing demand from employers for skilled practitioners who are able to work in an integrated, multidisciplinary interdisciplinary and collaborative way. ~~Workers~~ Direct care practitioners, supervisors, managers, and trainers in these programs bring a diverse set of backgrounds and credentials to their positions. Increasingly, an undergraduate degree is sought by employers for the more desirable employment situations- opportunities in ~~most~~ areas ~~of in~~ the field. This has led to a growing number of practitioners in line supervision and management positions investing- to invest in

professional education ~~to complete by completing this BA degree.~~ The BA in Child and Youth Care is designed to offer credit-based professional education to for practitioners seeking employment in human service agencies who working with children, youth, and families.

~~The breadth of the child and youth care field requires a primary curriculum focus on development and social competence as a context for therapeutic intervention.~~

~~The degree is awarded following successful completion of a minimum of 123 recognized credits. You may enter the program upon completion of related certificate and diploma programs, or one full year of university-level courses, providing they meet the program requirements. The 200-level CYC courses may be taken by students prior to acceptance into the degree program with permission of the department head if seats are available. The program of study includes core and elective courses.~~

## **Entrance requirements**

### **All applicants must:**

- 1. Undergo an initial security clearance (for practicum) and further checks as required. (Please do not submit until requested.)**
- 2. Provide a statement from a physician of good physical and mental health. (Please do not submit until requested.)**
- 3. Attend an orientation prior to admission.**
- 4. Be interviewed as requested.**

### **Option1: High School (for student with high school graduation only)**

To be eligible for admission to the first year of the UFV CYC BA program, students must have:

- BC secondary school graduation or equivalent; or**
- A minimum of a C+ average in English 12 (see Note)**

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

**Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105.**

- <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>**

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

- Completion of a minimum of nine (9) UfV or transferrable post-secondary credits with a minimum 2.33 GPA (C+ average) based on all credits attempted;
- Prerequisites for or completion of six credits of first year English and/or Communications at a C+ or higher (combined average) (Must meet the Degree level of Language Proficiency  
<http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>)
- A ~~gpa~~GPA of at least 2.33 (C+)
- All core CYC courses or equivalent will still be required

To be eligible for admission at the second year, students must have:

1. Admission to the CYC program requires at least 30 credits of work as defined below:

- ~~a. Completed 30 credits of university-level courses credits with a gpa grade point average of at least 2.33, (C+), including six credits of first year English and/or Communications (excluding ENGL 104, ENGL 165, and CMNS 180) with a minimum combined grade point average on the six credits of C+ or better~~  
~~or~~  
~~b.~~
- ~~A certificate in Early Childhood Education or other a related human service certificate program with a grade point average gpa of at least 2.84 (B), including and may qualify for a block credit of 30 credits for their certificate.~~
- ~~six Six credits of first year English and/or Communications (excluding ENGL 104, ENGL 165, and CMNS 180) with a minimum combined average on the six credits of C+ or better. Students who have completed an ECE or other human services certificate or diploma program with a 2.84 (B) average or higher may be given block credit for this training (up to 30 credits for a certificate and up to 60 credits for a two-year diploma).~~
- All core courses, or their equivalent, will still be required.

Option 3: Diploma graduates

- A diploma in a related human service program with a ~~gpa~~GPA of at least 3.0 and may qualify for a block credit of 60 credits for a diploma.
- Prerequisites for or completion of six credits of first year English and/or Communications at a C+ or higher (combined average)
- Must meet the Degree level of Language Proficiency  
<http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>)
- A ~~gpa~~GPA of at least 2.33 (C+)
- All core CYC courses or equivalent will still be required
- 

To be eligible for admission at the third year, students must have:



- A diploma in a related human service program with a gpaGPA of at least 2.84 and may qualify for a block credit of 60 credits for a diploma.
- Six credits of first year English and/or Communications with a minimum combined average on the six credits of C+ or better **within one year of beginning the program** See <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>.
- .
- All core courses or their equivalent will still be required.

All applicants must:

- Be willing to undergo an initial security (criminal record) clearance check and further checks as may be required in individual courses, for practicum.
- Be willing to provide a statement from a physician as evidence of good physical and mental health as may be required in individual courses, for practicum.
- Immunization records may be required.
- A TB screen and flu shot are required for placements in the Health Authority.
- Additional screening may be required, as needed.
- 2. An Attend an orientation is required prior to admission
- to the program. See Basis for admission decision details below.
- Be willing to be interviewed as requested.
- Maintain an overall minimum gpaGPA of 2.33 (see UFV Undergraduate Continuance Policy 92).
- **Complete CMNS 125, CMNS 155, or ENGL 105 within one year of beginning the program**
- See <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>.
- .

Note: Additional screening such as a TPB screen and flu shot may be required for some practicum placements.

When to apply

Applications are accepted on a continuous basis throughout the year for entrance to the Fall semester only. Qualified applicants are considered for the next intake where there is space. Normally this decision is made in April for the following September. If space permits, applications received after March 31<sup>st</sup> will be considered for a September start.

It is strongly recommended that applicants for the program have a current first aid certificate.

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

## **~~When to apply~~**

~~Applications are accepted for entrance to the Fall semester only, beginning October 1 for the following year. Applications are accepted until January 31 and may be extended to March 31.~~

## **How to apply**

1. Apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).

### **Additional documents required for a complete application:**

- ~~— [Letter of intent outlining past experience and career objectives](#).~~
- ~~—~~
- An official sealed transcript from every post-secondary institution you have attended, ~~whether or not you have completed courses there showing course and grade achievement~~ (transcripts received in the original sealed envelope of the issuing institution are considered to be official).
- ~~• [Letter of intent outlining past experience and career objectives](#).~~
- ~~• [Completion of a Questionnaire with your responses to a series of provided questions](#).~~
- Resume.
- ~~• [Two reference letters \(one personal and one professional volunteer or work\)](#).~~

~~[Orientation – Students intending to apply to the CYC program are normally required to attend an orientation prior to admission. Once your application is complete, you will be informed of the orientation date and time.](#)~~

~~2. [Students seeking application to the CYC degree program are required to attend an orientation. Contact the department assistant/advisor for the orientation date and time.](#)~~

~~3. [You will be advised of an admission decision and provided with registration information. A deposit is required prior to registration \(see the \[Fees and Other Costs\]\(#\) section\). This money will be applied toward your tuition fees.](#)~~

## **Basis for admission decision – [criterion based](#)**

~~[The CYC field prepares people to work with vulnerable populations. To ensure we educate the strongest candidates who are most suitable for the field, we award points for performance on seven criteria.](#)~~

~~[Admission will be on a competitive basis. Meeting the minimal requirements does not guarantee admission. Applications received after the deadline of January 31st will be](#)~~

~~considered if space is available in the program. Complete applications will be evaluated according to the following categories, for a total of 100 points:~~

~~Students will be ranked based on the points earned on the criteria listed below:~~

- ~~1. Academic history/~~GPA~~~~GPA- gpa~~GPA (up to 30 points for those who have attended post-secondary)~~
- ~~2. Work experience (up to 20 points)~~
- ~~3. Volunteer experience (up to 20 ~~45~~ points)~~
- ~~4. Letters of reference and resume (15- up to 10 points)~~
- ~~4.5. Resume (up to 5 points)~~
- ~~5.6. Letter of intent (15- up to 10 points)~~
- ~~7. Attendance at an orientation session (up to 5 points)~~

~~6. —~~

## **Fees and additional costs**

See the [Fees and Other Costs](#) section. [Link to UFV calendar:](#)  
<http://www.ufv.ca/calendar/current/>

### Location

[All CYC courses are offered on the Abbotsford campus of UFV. There are occasional field trips off of campus, described in individual course outlines.](#)

## **~~Distance courses~~**

~~Students who wish to pursue the degree program more quickly than the offerings at UFV allow, may arrange to take B.C. University distance education courses on an individual basis. You must obtain permission in advance from the UFV department head.~~

~~Total transfer and course challenge credits may not exceed 90 credits; however, students pursuing a second degree are permitted to transfer a maximum of 50% of the CYC degree credits from their previous degree. All CYC degree requirements must be met. Not more than 18 upper-level (300 and 400 course numbers) credits will count toward the upper-level requirements for the degree.~~

## **Graduation**

~~All degree candidates must complete and submit the Request to Graduate form to the Office of the Registrar by April 1.~~

All program requirements must be completed by April 30. This includes any transfer credits from other institutions. Students who enrol in the Summer semester to complete their program will qualify for the following year's graduation.

## **Standing required for continuance**

In order to graduate from the BA in CYC, a C+ or higher is required in the following:

- All CYC core courses
- ENGL/CMNS requirements (the average grade of two courses)

### **Developmental psychology requirement.**

Students will be required to maintain a cumulative grade point average and semester grade average of C+ (GPAGPA 2.33) or higher. Students who fail to meet the required semester and/or cumulative GPAGPA will be placed on program warning. Students will be expected to repeat any course from the categories listed above if they received lower than a C+ grade. If a student fails to meet the GPAGPA requirements after being placed on program warning, they may be withdrawn from the program.

Students receiving program warning for low grades or unacceptable student behaviour, will not normally be permitted to participate in the practicum component of the program or continue in the program until the unacceptable grades or behaviours are rectified.

### Program Continuance requirements

- Completion of CMNS 125, CMNS 1255, or ENGL 105
- To graduate, the candidate must have an overall grade of C+ or higher in all CYC core courses and the English or Communication courses. **complete 2 of CMNS 125, CMNS 155, or ENGL 105 within one year of beginning the program (See <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>).**

Students are required to maintain a cumulative gpaGPA (cgpaGPA) and semester gpaGPA of C+ (2.33) or higher. Students who fail to meet the required semester and/or cumulative gpaGPA will be placed on program warning. Students will be expected to repeat any core course if they received lower than a C+ grade. If students fail to meet the gpaGPA requirements after being placed on program warning, they may be withdrawn from the program.

Students receiving a program warning for low grades or unacceptable behaviour will not normally be permitted to participate in practicum or continue in the program until the unacceptable grades or behaviours have been rectified.

## **Undergraduate continuance**

Students must maintain a cumulative ~~gpa~~GPA of at least 2.0 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum ~~cgpa~~GPA requirement will result in restrictions on registration and may eventually lead to academic suspension from the university. Students on Academic Warning or Academic Probation are limited to enrolling in 10 credits. (See Undergraduate Continuance Policy 92.)

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (~~CGPA~~GPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum ~~CGPA~~GPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the Undergraduate Continuance section of the academic calendar. Academic standing is governed by UFV's Undergraduate Continuance policy (92).

## **Regulations concerning practica**

The department head reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. Students are placed in practicum settings in accordance with their professional background and current learning needs. You have the right to be informed in writing of the reasons for any change in placement. You may be required to withdraw from a practicum course if none of the available practicum agencies will accept you.

A criminal record check is required prior to practicum placement. This is the responsibility of the student.

Students are required to provide their own transportation to and from practicum sites.

**A special note about practica:** Field experience is an integral part of the CYC degree. Students will complete two, 300-hour practica while in the program. There are a variety of excellent practicum sites in the Fraser Valley and throughout the Lower Mainland available to our students. The CYC faculty have links to many agencies and organizations in the child and youth care field. Different sites have different requirements regarding schedules and the amount of time a student will need to spend there, in order to provide the best learning and experience. If you are currently working in a regular position, be prepared to adjust your schedule to meet the demands of practica where 10 hours or approximately two days per week are expected (over a two-semester period). Some students save up vacation time; others have taken a leave to complete the required field experience hours.

## Program requirements

Completion of at least 120 credits with a minimum grade point average of 2.33. At least 42 of these credits must be upper level (300-400).

## Program outline

### First year

#### Program outline

##### Course

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Two      | level ENGL or CMNS courses (excluding ENGL 104, ENGL 105, ENGL 106, ENGL 107, ENGL 108, ENGL 109, ENGL 110, ENGL 111, ENGL 112, ENGL 113, ENGL 114, ENGL 115, ENGL 116, ENGL 117, ENGL 118, ENGL 119, ENGL 120, ENGL 121, ENGL 122, ENGL 123, ENGL 124, ENGL 125, ENGL 126, ENGL 127, ENGL 128, ENGL 129, ENGL 130, ENGL 131, ENGL 132, ENGL 133, ENGL 134, ENGL 135, ENGL 136, ENGL 137, ENGL 138, ENGL 139, ENGL 140, ENGL 141, ENGL 142, ENGL 143, ENGL 144, ENGL 145, ENGL 146, ENGL 147, ENGL 148, ENGL 149, ENGL 150, ENGL 151, ENGL 152, ENGL 153, ENGL 154, ENGL 155, ENGL 156, ENGL 157, ENGL 158, ENGL 159, ENGL 160, ENGL 161, ENGL 162, ENGL 163, ENGL 164, ENGL 165, ENGL 166, ENGL 167, ENGL 168, ENGL 169, ENGL 170, ENGL 171, ENGL 172, ENGL 173, ENGL 174, ENGL 175, ENGL 176, ENGL 177, ENGL 178, ENGL 179, ENGL 180, ENGL 181, ENGL 182, ENGL 183, ENGL 184, ENGL 185, ENGL 186, ENGL 187, ENGL 188, ENGL 189, ENGL 190, ENGL 191, ENGL 192, ENGL 193, ENGL 194, ENGL 195, ENGL 196, ENGL 197, ENGL 198, ENGL 199, ENGL 200, ENGL 201, ENGL 202, ENGL 203, ENGL 204, ENGL 205, ENGL 206, ENGL 207, ENGL 208, ENGL 209, ENGL 210, ENGL 211, ENGL 212, ENGL 213, ENGL 214, ENGL 215, ENGL 216, ENGL 217, ENGL 218, ENGL 219, ENGL 220, ENGL 221, ENGL 222, ENGL 223, ENGL 224, ENGL 225, ENGL 226, ENGL 227, ENGL 228, ENGL 229, ENGL 230, ENGL 231, ENGL 232, ENGL 233, ENGL 234, ENGL 235, ENGL 236, ENGL 237, ENGL 238, ENGL 239, ENGL 240, ENGL 241, ENGL 242, ENGL 243, ENGL 244, ENGL 245, ENGL 246, ENGL 247, ENGL 248, ENGL 249, ENGL 250, ENGL 251, ENGL 252, ENGL 253, ENGL 254, ENGL 255, ENGL 256, ENGL 257, ENGL 258, ENGL 259, ENGL 260, ENGL 261, ENGL 262, ENGL 263, ENGL 264, ENGL 265, ENGL 266, ENGL 267, ENGL 268, ENGL 269, ENGL 270, ENGL 271, ENGL 272, ENGL 273, ENGL 274, ENGL 275, ENGL 276, ENGL 277, ENGL 278, ENGL 279, ENGL 280, ENGL 281, ENGL 282, ENGL 283, ENGL 284, ENGL 285, ENGL 286, ENGL 287, ENGL 288, ENGL 289, ENGL 290, ENGL 291, ENGL 292, ENGL 293, ENGL 294, ENGL 295, ENGL 296, ENGL 297, ENGL 298, ENGL 299, ENGL 300, ENGL 301, ENGL 302, ENGL 303, ENGL 304, ENGL 305, ENGL 306, ENGL 307, ENGL 308, ENGL 309, ENGL 310, ENGL 311, ENGL 312, ENGL 313, ENGL 314, ENGL 315, ENGL 316, ENGL 317, ENGL 318, ENGL 319, ENGL 320, ENGL 321, ENGL 322, ENGL 323, ENGL 324, ENGL 325, ENGL 326, ENGL 327, ENGL 328, ENGL 329, ENGL 330, ENGL 331, ENGL 332, ENGL 333, ENGL 334, ENGL 335, ENGL 336, ENGL 337, ENGL 338, ENGL 339, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 347, ENGL 348, ENGL 349, ENGL 350, ENGL 351, ENGL 352, ENGL 353, ENGL 354, ENGL 355, ENGL 356, ENGL 357, ENGL 358, ENGL 359, ENGL 360, ENGL 361, ENGL 362, ENGL 363, ENGL 364, ENGL 365, ENGL 366, ENGL 367, ENGL 368, ENGL 369, ENGL 370, ENGL 371, ENGL 372, ENGL 373, ENGL 374, ENGL 375, ENGL 376, ENGL 377, ENGL 378, ENGL 379, ENGL 380, ENGL 381, ENGL 382, ENGL 383, ENGL 384, ENGL 385, ENGL 386, ENGL 387, ENGL 388, ENGL 389, ENGL 390, ENGL 391, ENGL 392, ENGL 393, ENGL 394, ENGL 395, ENGL 396, ENGL 397, ENGL 398, ENGL 399, ENGL 400) |
| PSYC 101 | Introduction to Psychology I<br>(see Note 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| PSYC 102 | Introduction to Psychology II<br>(see Note 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CYC 101  | Introduction to Child and Youth Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Elective | Approved by department (see Note 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Elective | Approved by department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Elective | Approved by department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Elective | Approved by department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Elective | Approved by department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Total    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Note 1: ENGL 105 and CMNS 155 or 251 are strongly recommended.

Note 2: PSYC 101 and 102 are prerequisites to PSYC 250.

Note 3: Recommended university-level elective courses include Anthropology, Criminology, Psychology, Sociology, or any relevant area of interest to the student.

### Second year

| Course  | Title                                                            | Credits |
|---------|------------------------------------------------------------------|---------|
| CYC 202 | Aboriginal Perspectives of CYC Practice                          | 3       |
| CYC 210 | Professional Practice in Child and Youth Care                    | 3       |
| CYC 220 | Theoretical Foundations for Child and Youth Care                 | 3       |
| CYC 267 | Introduction to Working with Individuals in Child and Youth Care | 3       |

|          |                                                                          |    |
|----------|--------------------------------------------------------------------------|----|
| CYC 268  | Introduction to Working with Groups and Families in Child and Youth Care | 3  |
| PSYC 250 | Introduction to Developmental Psychology                                 | 3  |
| Elective | Approved by department                                                   | 3  |
| Elective | Approved by department                                                   | 3  |
| Elective | Approved by department                                                   | 3  |
| Elective | Approved by department                                                   | 3  |
| Total    |                                                                          | 30 |

### Third-year

Note: Students may not register for 300-level core CYC courses until they have completed all 200-level core CYC courses and are admitted to the program.

| Course      | Title                                                              | Credits |
|-------------|--------------------------------------------------------------------|---------|
| CYC 302     | Child and Youth Perspectives on Mental Health and Substance Misuse | 3       |
| CYC 310 A/B | Supervised Practicum                                               | 6       |
| CYC 320     | Administration in CYC Practice                                     | 3       |
| CYC 321     | Critical Issues in Current CYC Practice                            | 3       |
| CYC 340     | Developmental Theory in CYC Practice                               | 3       |
| CYC 341     | Applying Developmental Theory in CYC Practice                      | 3       |
| Elective    | Approved by department                                             | 3       |
| Elective    | Approved by department                                             | 3       |
| Elective    | Approved by department                                             | 3       |
| Total       |                                                                    | 30      |

### Fourth-year

Note: Students may not register in any 400-level core CYC courses, except 423 and 425, until they have completed all CYC 200- and 300-level core courses.

| Course     | Title                                               | Credits |
|------------|-----------------------------------------------------|---------|
| CYC 402    | Community and Interdisciplinary Relationships       | 3       |
| CYC 410A/B | Advanced Supervised Practicum                       | 6       |
| CYC 423    | Research Methods in CYC                             | 3       |
| CYC 425    | Data Analysis in CYC                                | 3       |
| CYC 467    | Advanced Skills with Individuals in CYC             | 3       |
| CYC 468    | Advanced Skills with Groups in Child and Youth Care | 3       |

|          |                                      |    |
|----------|--------------------------------------|----|
| CYC 469  | Advanced Skills with Families in CYC | 3  |
| Elective | Approved by department               | 3  |
| Elective | Approved by department               | 3  |
| Total    |                                      | 30 |

Electives must be university level. CYC-sponsored electives may also be offered under courses CYC 260, 360 and 460. To confirm elective transferability, contact the Child, Youth, and Family Studies department head.

Program outline

Core CYC Courses—Lower Level

| Course  | Title                                                                                 | Credits |
|---------|---------------------------------------------------------------------------------------|---------|
| CYC 100 | Human Development I                                                                   | 3       |
| CYC 101 | Survey of the Field of Child and Youth Care Introduction to Professional CYC Practice | 3       |
| CYC 120 | Human Development II                                                                  | 3       |
| CYC 125 | Introduction to Activity Based CYC Practice                                           | 3       |
| CYC 167 | Micro-skills in Interpersonal Relationships in a Therapeutic Context                  | 3       |
| CYC 168 | Social Constructs of Families and Groups                                              | 3       |
| CYC 202 | Aboriginal Indigenous Perspectives                                                    | 3       |
| CYC 203 | Mental Health and Substance Use                                                       | 3       |
| CYC 210 | Professional Practice Issues in CYC                                                   | 3       |
| CYC 220 | Theories of Change for CYC                                                            | 3       |
| CYC 275 | Wellness and Mindfulness Based Practices                                              | 3       |
| CYC 280 | An Introduction to Policy, Politics, and Practice in CYC                              | 3       |
| CYC 296 | Inclusive Practice                                                                    | 3       |
| CYC 299 | Reflective Practice                                                                   | 3       |
|         |                                                                                       | 396     |

Core CYC Courses—Upper Level



| <u>Course Title</u>                                                               | <u>Credits</u> |
|-----------------------------------------------------------------------------------|----------------|
| CYC 310A Supervised Practicum                                                     | 3              |
| CYC 310B Supervised Practicum                                                     | 3              |
| CYC 320 Relational Case Planning                                                  | 3              |
| CYC 325 Research Methods in CYC                                                   | 3              |
| CYC 330 Trauma Informed Practice in CYC                                           | 3              |
| CYC 340 Applied Developmental Practice                                            | 3              |
| CYC 367 <del>Essential</del> Advanced -Skills for Working with Individuals in CYC | 3              |
| CYC 368 <del>Essential</del> Advanced Skills for Working with Groups in CYC       | 3              |
| CYC 402 Community Development and Interdisciplinary Practice                      | 3              |
| CYC 410A Advanced Practicum                                                       | 3              |
| CYC 410B Advanced Practicum                                                       | 3              |
| CYC 425 Data Analysis                                                             | 3              |
| CYC 469 Working with Families in CYC                                              | 3              |
| CYC 485 Diverse Populations                                                       | 3              |
| CYC 499 Capstone for CYC Professionals                                            | 3              |
|                                                                                   | 45             |

**Required Breadth Courses**

|                                                                                    |   |
|------------------------------------------------------------------------------------|---|
| Two university level ENGL or CMNS courses –                                        | 6 |
| ENGL 105 , <del>CMNS 125</del> or CMNS 1525 or <del>CMNS 251</del> are recommended |   |
| (ENGL 104, ENGL 165, and CMNS 180 are excluded)                                    |   |

**Relevant Electives**

|                       |                                                                     |
|-----------------------|---------------------------------------------------------------------|
| <del>Eleven</del> Ten | Elective CYC courses or other university courses in a related field |
| 303                   |                                                                     |

NOTE: Students may choose Psyc 100, Psyc 101, Psyc 102, Psyc 250, Psyc 303, Soc 101, Soc 203, Soc/GDS250, Soc 275, KPE 103, KPE 160, Bus 120, Libt 230, Libt 235, SOWK 225, ADED 340, ADED 350, CIS 100 or ~~other relevant university level courses~~

#### Elective CYC Courses

|         |                                            |   |
|---------|--------------------------------------------|---|
| CYC 270 | Expressive Therapies                       | 3 |
| CYC 275 | Mindfulness-Based Stress Reduction and the |   |
|         | Neurobiology of Mindfulness                | 3 |
| CYC 296 | Inclusive CYC Practice                     | 3 |
| CYC 361 | Child Life in CYC and Community Health     | 3 |
|         |                                            | 3 |
| CYC 395 | Developing Healthy Relationships           | 3 |
| CYC 411 | Supplemental Practicum in CYC              | 6 |

#### Bachelor of Arts in Child and Youth Care -- Child Protection specialization

For entrance requirements and other program details, please see the main Bachelor of Arts in Child and Youth Care section.

#### Program Requirements -- Child Protection specialization

Program requirements are all the core course of the BA in CYC program, plus ~~SOWK~~CYC 296, and SOWK 412 with a specialized CYC 410A and CYC 410B in a Child Protection field site.

- This practicum is competitive
- A series of interviews will be conducted prior to acceptance and placement
- Student often need to extend this practicum beyond 300 hours in order to complete the MCFD Child ProtectionWelfare competencies
- Students must be able to travel, as they may not be placed in their community of residence
- An interview will be necessary before placement in a field site.
- Field sites placements are competitive and may not be available in every community.

Program outline

#### Core CYC Courses—Lower Level

| Course Title | Credits |
|--------------|---------|
|--------------|---------|

|                                     |                                                                                                  |                |
|-------------------------------------|--------------------------------------------------------------------------------------------------|----------------|
| CYC 100                             | Human Development I                                                                              | 3              |
| CYC 101                             | <del>Survey of the Field of Child and Youth Care</del> Introduction to Professional CYC Practice | <del>3</del>   |
| CYC 120                             | Human Development II                                                                             | 3              |
| CYC 125                             | Introduction to Activity Based CYC Practice                                                      | 3              |
| CYC 167                             | <del>Micro skills in Interpersonal Relationships in a Therapeutic Context</del>                  | <del>3</del>   |
| CYC 168                             | Social Constructs of Families and Groups                                                         | 3              |
| CYC 202                             | Aboriginal Perspectives                                                                          | 3              |
| CYC 203                             | Mental Health and Substance Use                                                                  | 3              |
| CYC 210                             | Professional Practice Issues in CYC                                                              | 3              |
| CYC 220                             | Theories of Change for CYC                                                                       | 3              |
| CYC 275                             | Wellness and Mindfulness Based Practices                                                         | 3              |
| CYC 280                             | An Introduction to Policy, Politics, and Practice in CYC                                         | 3              |
| CYC 296                             | Inclusive CYC Practice                                                                           | 3              |
| CYC 299                             | Reflective Practice                                                                              | 3              |
|                                     |                                                                                                  | 39             |
| <b>Core CYC Courses—Upper Level</b> |                                                                                                  |                |
| <b>Course</b>                       | <b>Title</b>                                                                                     | <b>Credits</b> |
| CYC 310A                            | Supervised Practicum                                                                             | 3              |
| CYC 310B                            | Supervised Practicum                                                                             | 3              |
| CYC 320                             | Relational Case Planning                                                                         | 3              |
| CYC 325                             | Research Methods in CYC                                                                          | 3              |
| CYC 330                             | Trauma Informed Practice in CYC                                                                  | 3              |
| CYC 340                             | Applied Developmental Practice                                                                   | 3              |
| CYC 367                             | <del>Essential Advanced Skills for Working with Individuals in CYC</del>                         | <del>3</del>   |
| CYC 368                             | <del>Essential Advanced Skills for Working with Groups in CYC</del>                              | <del>3</del>   |

|                     |                                                      |              |
|---------------------|------------------------------------------------------|--------------|
| CYC 402             | Community Development and Interdisciplinary Practice | 3            |
| CYC 410A            | Advanced Practicum                                   | 3            |
| CYC 410B            | Advanced Practicum                                   | 3            |
| <del>SOWK 312</del> | <del>Legal Knowledge for Social Work Practice</del>  | <del>3</del> |
| SOWK 412            | Legal Skills for Social Work Practice                | 3            |
| CYC 425             | Data Analysis                                        | 3            |
| CYC 469             | Working with Families in CYC                         | 3            |
| CYC 485             | Diverse Populations                                  | 3            |
| CYC 499             | Capstone for CYC Professionals                       | 3            |
|                     |                                                      | <b>5148</b>  |

#### Required Breadth Courses

|                                                                        |   |
|------------------------------------------------------------------------|---|
| Two university level ENGL or CMNS courses –                            | 6 |
| <del>ENGL 105, CMNS 125 or CMNS 1255 or CMNS 251 are recommended</del> |   |
| (ENGL 104, <del>ENGL 165</del> , and CMNS 180 are excluded)            |   |

#### Relevant Electives

|                                                   |                                                                     |                                          |
|---------------------------------------------------|---------------------------------------------------------------------|------------------------------------------|
| <del>Eleven</del> <del>Eight</del> <del>Ten</del> | Elective CYC courses or other university courses in a related field | <del>24</del> <del>33</del> <del>0</del> |
|---------------------------------------------------|---------------------------------------------------------------------|------------------------------------------|

#### Elective CYC Courses

|                    |                                                       |              |
|--------------------|-------------------------------------------------------|--------------|
| CYC 270            | Expressive Therapies                                  | 3            |
| <del>CYC 275</del> | <del>Mindfulness Based Stress Reduction and the</del> |              |
|                    | <del>Neurobiology of Mindfulness</del>                | <del>3</del> |
| <del>CYC 361</del> | <del>Child Life in CYC and Community Health</del>     | <del>3</del> |
| CYC 395            | Developing Healthy Relationships                      | 3            |
| CYC 411            | Supplemental Practicum in CYC                         | 6            |

### **Child Protection specialization**

~~For program information on the Bachelor of Arts in Child and Youth Care—Child Protection specialization, please see [this section](#).~~

## **Child Life ~~stream~~Specialization – Post Grad**

~~Students completing the Bachelor of Arts in Child and Youth Care who are interested in meeting the eligibility requirements for the Child Life Professional Certification Examination should contact the Child, Youth, and Family Studies department head. Please see [childlife.org](http://childlife.org) for more details about CCLS requirements.~~

~~This stream includes a course, CYC 361 and a practicum, CYC 411. The practicum is highly competitive and an interview will be conducted prior to placement. It is 480 hours long. Students may need to apply several times or travel to a different area to secure a practicum placement.~~

~~Please note that these courses meet current course requirements by CLC but [there are further requirements](#), and Professional Certification is offered only by the Child Life Council (<http://www.childlife.org/certification/>).~~

~~In 20220, CLC will be requiring [these additional course works](#) plus a Master's degree [for](#) from applicants for certification.~~

## **Certificate in Extended Studies in Child and Youth Care**

~~Students who have completed the Bachelor of Arts in Child and Youth Care can be recognized for additional work to meet the Child Protection Specialization. Please see [this section](#) for more details.~~

~~This program uses the framework for Extended Studies in a Program to allow students who have completed the Bachelor of Arts in Child and Youth Care to be recognized for additional work to meet the Child Protection specialization.~~

~~The credential to be awarded is a Post Degree Certificate in Extended Studies in Child and Youth Care: Child Protection Specialization.~~

### **Entrance Requirements**

~~To be admitted students must have completed a Bachelor of Arts in Child and Youth Care from UFV or a recognized partner university program (University of Victoria, Vancouver Island University, or Douglas College).~~

~~The department may interview applicants to assess their particular [strengths and needs](#). Admission will be granted on the basis of the Child, Youth, and Family Studies Department's ability to meet the student's needs. The number of applicants accepted to the program may be restricted.~~

### Program requirements

Students complete the requirements for the Child Protection specialization as set out ~~below in the UFV calendar.~~ The department will set a detailed program plan for each student.

In order to be awarded, the certificate students must have a ~~gpa~~GPA of at least 2.33 on the required courses. ~~At least 25% of the credits must be completed at UFV.~~

The courses required are:

|                     |                                                       |              |
|---------------------|-------------------------------------------------------|--------------|
| CYC 280             | Introduction to Policy, Politics, and Practice in CYC | 3            |
| CYC 296             | Inclusive CYC Practice                                | 3            |
| CYC 330             | Trauma Informed Practice in CYC                       | 3            |
| <del>SOWK 312</del> | <del>Legal Knowledge for Social Work Practice</del>   | <del>3</del> |
| SOWK 412            | Legal Skills for Child Protection                     | 3            |
| CYC 410A            | Advanced Practicum                                    | 3            |
| CYC 410B            | Advanced Practicum                                    | 3            |

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### Program Regulations

The program requires the completion of 120 credits with a minimum grade point average of 2.33. At least 48 of these credits must be upper-level (300 or 400 level courses). ~~At least 25% of these credits must be completed at UFV.~~ The 120 credits must be completed within a maximum of 10 academic years.

### Practica requirements – CYC 310 and CYC 410

The field experience gained in practica is an integral part of the CYC degree. These two courses are core to the program and completion at a C+ level or higher is required for graduation. All students must be willing to undergo an initial security (criminal record) clearance and further checks as may be required for the individual course or practicum agencies. Students must also be willing to provide a statement from a physician as evidence of good physical and mental health as may be required in individual courses or practicum agencies.

A criminal record check is required prior to practicum placement. The cost and submission of this is the responsibility of the student. A student will not normally be able to begin a practicum until the criminal record check clearance is returned.

The Department Head reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. Students are placed in practicum settings in accordance with their professional background and current learning needs.

Students have the right to be informed in writing of the reasons for any change in placement. Students may be required to withdraw from a practicum course if none of the available practicum agencies will accept them.

Students are required to provide their own transportation to and from practicum sites.

Students will complete two ~~3005 hour~~ practica while in the program, a minimum of 300 hours each. There are a variety of excellent sites in the Fraser Valley and the Lower Mainland available to students. The CYC faculty have links to many agencies and organizations in the child and youth care field. Different sites have different requirements regarding schedules and amount of time students will need to spend there, in order to receive the best learning and experience. If students are currently working in a full time job, they ~~may~~ will need to adjust their schedules, or take time off of their jobs to meet the demands of practica.

#### Program Continuance and probation

To graduate, the candidate must have an overall grade of C+ or higher in all CYC core courses and the English or Communication courses.

Students are required to maintain a cumulative ~~gpa~~GPA (~~c~~~~gpa~~GPA) and semester ~~gpa~~GPA of C+ (2.33) or higher. Students who fail to meet the required semester and/or cumulative ~~gpa~~GPA will be placed on program warning. Students will be expected to repeat any core course if they received lower than a C+ grade. If students fail to meet the ~~gpa~~GPA requirements after being placed on program warning, they may be withdrawn from the program.

Students receiving a program warning for low grades or unacceptable behaviour will not normally be permitted to participate in practicum or continue in the program until the unacceptable grades or behaviours have been rectified.

#### UFV Continuance and probation

Student must maintain a cumulative ~~gpa~~GPA of at least 2.0 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum ~~c~~~~gpa~~GPA requirement will result in restrictions on registration and may eventually lead to academic suspension from the university. Students on Academic Warning or Academic Probation are limited to enrolling in 10 credits. (See Undergraduate Continuance Policy 92.)

#### Course repetition

~~Courses may be repeated up to two times to increase a grade. The highest grade will be used to calculate ~~gpa~~GPA.~~

Students may not register for a course more than twice.

Where a course has been repeated, only the higher grade will be counted in the ~~GP~~AGPA calculation.

**Readmission**

Students who have not attended UFV in greater than five semesters will be required to reapply to the program. They can be admitted in the next semester, if space permits. Please see UFV Policy 92.

The 120 credits of this degree must be completed within a maximum of 10 academic years inclusively.

**Residency**

In order to earn a UFV degree a student must normally complete at least twenty five percent (25%) of the total and 25% of upper level credits necessary for the degree at UFV (UFV Policy 96).

**Distance courses**

Student who wish to pursue the degree more quickly than the yearly offerings at UFV allows may arrange to take B.C. university distance education courses on an individual basis, after obtaining permission from the Department Head.

Total transfer and course challenge credits may not exceed 90 credits and all CYC requirements must be met.

**Graduation requirements**

All degree candidates must complete every core course at a C+ level or higher and maintain a Program GPA of 2.33. They must and submit the Request to Graduate form to the Office of the Registrar with the appropriate fees by April 1 in their year of graduation.

-Note that a CGPA of 2.0 is required, calculated over all courses taken at UFV that are used to meet the program requirements.

All program requirements must be complete by April 30<sup>th</sup> to graduate that June. This includes any transfer credits from other institutions. Students who enrol in the summer semester to complete their program will qualify for the following year's graduation ceremony.

**Maximum length of time to complete the program**

The 120 credits of this degree must be completed within a maximum of 10 academic years inclusively.



**Calendar copy (clean copy)**

## **Bachelor of Arts in Child and Youth Care degree**

### The Child and Youth Care Program

This program provides a degree opportunity for students working towards a range of human service disciplines. The CYC program is a four year, 120 credit program, for working professionals, with core course offerings scheduled for afternoons and evenings. The program of study includes elective courses along with possible specializations. Students without a background in the human services field may apply to the program. Most child and youth care practitioners are balancing agency, family, personal, and professional needs as they pursue education in an increasingly demanding and complex field. What is Child and Youth Care?

Child and youth care is an expanding field. It crosses a wide range of work settings and areas of practice, including , regular and alternative school programs, child protection and guardianship work in the provincial government, family support, child life/hospital-based programs, residential/group home programs, youth justice/probation programs, special needs foster care, parent/counsellor resources, mental health, early intervention and child development centres, and related community agencies. The breadth of the child and youth care field requires a primary curriculum focus on development and social competence for therapeutic intervention through relationships. What Employers Want

This program is designed in response to increasing demand from employers for skilled practitioners who are able to work in an interdisciplinary and collaborative way. Direct care practitioners, supervisors, managers, and trainers in these programs bring a diverse set of backgrounds and credentials to their positions. Increasingly, an undergraduate degree is sought by employers for the more desirable employment opportunities in areas of the field. This has led to a growing number of practitioners in line supervision and management positions to invest in professional education by completing this degree. The BA in Child and Youth Care is designed to offer credit-based professional education for practitioners seeking employment in human service agencies who work with children, youth, and families.

### **Entrance requirements**

All applicants must:

1. Undergo an initial security clearance (for practicum) and further checks as required. (Please do not submit until requested.)
2. Provide a statement from a physician of good physical and mental health. (Please do not submit until requested.)
3. Attend an orientation prior to admission.
4. Be interviewed as requested.

Option1: High School (for student with high school graduation only)

To be eligible for admission to the first year of the UFV CYC BA program, students must have:

- BC secondary school graduation or equivalent; or
- A minimum of a C+ in English 12 (see Note)

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

- <http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>

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

- Completion of a minimum of nine (9) UFV or transferrable post-secondary credits with a minimum 2.33 GPA (C+ average) based on all credits attempted;
- Prerequisites for or completion of six credits of first year English and/or Communications at a C+ or higher (combined average) (Must meet the Degree level of Language Proficiency  
<http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>)
- A GPA of at least 2.33 (C+)
- All core CYC courses or equivalent will still be required

Option 3: Diploma graduates

- A diploma in a related human service program with a GPA of at least 3.0 may qualify for a block credit of 60 credits for a diploma.
- Prerequisites for or completion of six credits of first year English and/or Communications at a C+ or higher (combined average)
- Must meet the Degree level of Language Proficiency  
<http://www.ufv.ca/calendar/current/General/EnglishProficiency.htm>)
- A GPA of at least 2.33 (C+)
- All core CYC courses or equivalent will still be required

Note: Additional screening such as a TB screen and flu shot may be required for some practicum placements.

### **When to apply**

Applications are accepted on a continuous basis throughout the year for entrance to the Fall semester only. Qualified applicants are considered for the next intake where there is space. Normally this decision is made in April for the following September. If space permits, applications received after March 31<sup>st</sup> will be considered for a September start.

## **How to apply**

1. Apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).

### **Additional documents required for a complete application:**

- Letter of intent outlining past experience and career objectives.
- An official sealed transcript from every post-secondary institution you have attended, showing course and grade achievement (transcripts received in the original sealed envelope of the issuing institution are considered to be official).
- Completion of questionnaire. Resume.

Two reference letters ( volunteer or work).Orientation – Students intending to apply to the CYC program are normally required to attend an orientation prior to admission. Once your application is complete, you will be informed of the orientation date and time.

You will be advised of an admission decision and provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section). This money will be applied toward your tuition fees.

## **Basis for admission decision – criterion based**

The CYC field prepares people to work with vulnerable populations. To ensure we educate the strongest candidates who are most suitable for the field, we award points for performance on seven criteria.

Students will be ranked based on the points earned on the criteria listed below:

1. Academic history/GPA (up to 30 points for those who have attended post-secondary)
2. Work experience (up to 20 points)
3. Volunteer experience (up to 20 points)
4. Letters of reference ( up to 10 points)
5. Resume (up to 5 points)
6. Letter of intent ( up to 10 points)
7. Attendance at an orientation session (up to 5 points)

## **Fees and additional costs**

See the [Fees and Other Costs](#) section. Link to UFV calendar:  
<http://www.ufv.ca/calendar/current/>

### **Location**

All CYC courses are offered on the Abbotsford campus of UFV. There are occasional field trips off of campus, described in individual course outlines.

### **Program Continuance requirements**

- Completion of CMNS 125 or ENGL 105
- To graduate, the candidate must have an overall grade of C+ or higher in all CYC core courses

Students are required to maintain a cumulative GPA (cGPA) and semester GPA of C+ (2.33) or higher. Students who fail to meet the required semester and/or cumulative GPA will be placed on program warning. Students will be expected to repeat any core course if they received lower than a C+ grade. If students fail to meet the GPA requirements after being placed on program warning, they may be withdrawn from the program.

Students receiving a program warning for low grades or unacceptable behaviour will not normally be permitted to participate in practicum or continue in the program until the unacceptable grades or behaviours have been rectified.

### **Undergraduate continuance**

Students must maintain a cumulative GPA of at least 2.0 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum cGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from the university. Students on Academic Warning or Academic Probation are limited to enrolling in 10 credits. (See Undergraduate Continuance Policy 92.)

### **Program requirements**

Program outline

#### **Core CYC Courses—Lower Level**

| <b>Course Title</b>                                          | <b>Credits</b> |
|--------------------------------------------------------------|----------------|
| CYC 100 Human Development I                                  | 3              |
| CYC 101 Introduction to Professional CYC Practice            | 3              |
| CYC 120 Human Development II                                 | 3              |
| CYC 125 Introduction to Activity Based CYC Practice          | 3              |
| CYC 167 Interpersonal Relationships in a Therapeutic Context | 3              |
| CYC 168 Social Constructs of Families and Groups             | 3              |
| CYC 202 Indigenous Perspectives                              | 3              |

|         |                                                          |          |
|---------|----------------------------------------------------------|----------|
| CYC 203 | Mental Health and Substance Use                          | 3        |
| CYC 210 | Professional Practice Issues in CYC                      | 3        |
| CYC 220 | Theories of Change for CYC                               | 3        |
| CYC 275 | Wellness and Mindfulness Based Practices                 | 3        |
| CYC 280 | An Introduction to Policy, Politics, and Practice in CYC | 3        |
| CYC 296 | Inclusive Practice                                       | <u>3</u> |
|         |                                                          | 39       |

**Core CYC Courses—Upper Level**

| <b>Course Title</b>                              | <b>Credits</b> |
|--------------------------------------------------|----------------|
| CYC 310A Supervised Practicum                    | 3              |
| CYC 310B Supervised Practicum                    | 3              |
| CYC 320 Relational Case Planning                 | 3              |
| CYC 325 Research Methods in CYC                  | 3              |
| CYC 330 Trauma Informed Practice in CYC          | 3              |
| CYC 340 Applied Developmental Practice           | 3              |
| CYC 367 Advanced Skills with Individuals in CYC  | 3              |
| CYC 368 Advanced Skills with Groups in CYC       | 3              |
| CYC 402 Community and Interdisciplinary Practice | 3              |
| CYC 410A Advanced Practicum                      | 3              |
| CYC 410B Advanced Practicum                      | 3              |
| CYC 425 Data Analysis                            | 3              |
| CYC 469 Working with Families in CYC             | 3              |
| CYC 485 Diverse Populations                      | 3              |
| CYC 499 Capstone for CYC Professionals           | <u>3</u>       |
|                                                  | 45             |

**Required Breadth Courses**

|                                             |   |
|---------------------------------------------|---|
| Two university level ENGL or CMNS courses – | 6 |
| ENGL 105 or CMNS 125 are recommended        |   |

(ENGL 104, ENGL 165, and CMNS 180 are excluded)

**Relevant Electives**

Ten Elective CYC courses or other university courses in a related field 30

NOTE: Students may choose Psyc 100, Psyc 101, Psyc 102, Psyc 250, Psyc 303, Soc 101, Soc 203, Soc/GDS250, Soc 275, KPE 103, KPE 160, Bus 120, Libt 230, Libt 235, SOWK 225, ADED 340, ADED 350, CIS 100 or

**Elective CYC Courses**

|         |                                  |   |
|---------|----------------------------------|---|
| CYC 270 | Expressive Therapies             | 3 |
| CYC 361 | Child Life and Community Health  | 3 |
| CYC 395 | Developing Healthy Relationships | 3 |
| CYC 411 | Supplemental Practicum in CYC    | 6 |

**Bachelor of Arts in Child and Youth Care -- Child Protection specialization**

For entrance requirements and other program details, please see the main [Bachelor of Arts in Child and Youth Care](#) section.

**Program Requirements -- Child Protection specialization**

Program requirements are all the core course of the BA in CYC program, plus SOWKSOWK 412 with a specialized CYC 410A and CYC 410B in a Child Protection field site.

- This practicum is competitive
- A series of interviews will be conducted prior to acceptance and placement
- Student often need to extend this practicum beyond 300 hours in order to complete the MCFD Child Protection competencies
- Students must be able to travel, as they may not be placed in their community of residence

Program outline

**Core CYC Courses—Lower Level**

| Course Title                | Credits |
|-----------------------------|---------|
| CYC 100 Human Development I | 3       |

|         |                                                          |          |
|---------|----------------------------------------------------------|----------|
| CYC 101 | Introduction to Professional CYC Practice                | 3        |
| CYC 120 | Human Development II                                     | 3        |
| CYC 125 | Introduction to Activity Based CYC Practice              | 3        |
| CYC 167 | Interpersonal Relationships in a Therapeutic Context     | 3        |
| CYC 168 | Social Constructs of Families and Groups                 | 3        |
| CYC 202 | Aboriginal Perspectives                                  | 3        |
| CYC 203 | Mental Health and Substance Use                          | 3        |
| CYC 210 | Professional Practice Issues in CYC                      | 3        |
| CYC 220 | Theories of Change for CYC                               | 3        |
| CYC 275 | Wellness and Mindfulness Based Practices                 | 3        |
| CYC 280 | An Introduction to Policy, Politics, and Practice in CYC | 3        |
| CYC 296 | Inclusive CYC Practice                                   | <u>3</u> |
|         |                                                          | 39       |

**Core CYC Courses—Upper Level**

| <b>Course Title</b>                                          | <b>Credits</b> |
|--------------------------------------------------------------|----------------|
| CYC 310A Supervised Practicum                                | 3              |
| CYC 310B Supervised Practicum                                | 3              |
| CYC 320 Relational Case Planning                             | 3              |
| CYC 325 Research Methods in CYC                              | 3              |
| CYC 330 Trauma Informed Practice in CYC                      | 3              |
| CYC 340 Applied Developmental Practice                       | 3              |
| CYC 367 Advanced with Individuals in CYC                     | 3              |
| CYC 368 Advanced Skills with Groups in CYC                   | 3              |
| CYC 402 Community Development and Interdisciplinary Practice | 3              |
| CYC 410A Advanced Practicum                                  | 3              |
| CYC 410B Advanced Practicum                                  | 3              |
| SOWK 312 Legal Knowledge for Social Work Practice            | 3              |
| SOWK 412 Legal Skills for Social Work Practice               | 3              |
| CYC 425 Data Analysis                                        | 3              |

|         |                                |    |
|---------|--------------------------------|----|
| CYC 469 | Working with Families in CYC   | 3  |
| CYC 485 | Diverse Populations            | 3  |
| CYC 499 | Capstone for CYC Professionals | 3  |
|         |                                | 51 |

**Required Breadth Courses**

|                                             |   |
|---------------------------------------------|---|
| Two university level ENGL or CMNS courses – | 6 |
| ENGL 105 or CMNS 125 are recommended        |   |
| (ENGL 104 and CMNS 180 are excluded)        |   |

**Relevant Electives**

|       |                                                                     |    |
|-------|---------------------------------------------------------------------|----|
| Eight | Elective CYC courses or other university courses in a related field | 24 |
|-------|---------------------------------------------------------------------|----|

**Elective CYC Courses**

|         |                                  |   |
|---------|----------------------------------|---|
| CYC 270 | Expressive Therapies             | 3 |
| CYC 361 | Child Life and Community Health  | 3 |
| CYC 395 | Developing Healthy Relationships | 3 |
| CYC 411 | Supplemental Practicum in CYC    | 6 |

**Child Life Specialization – Post Grad**

This stream includes a course, CYC 361 and a practicum, CYC 411. The practicum is highly competitive and an interview will be conducted prior to placement. It is 480 hours long. Students may need to apply several times or travel to a different area to secure a practicum placement.

Please note that these courses meet current course requirements by CLC but there are further requirements, and Professional Certification is offered only by the Child Life Council (<http://www.childlife.org/certification/>).

In 2022, CLC will be requiring additional course work plus a Master's degree from applicants for certification.

**Certificate in Extended Studies in Child and Youth Care**



This program uses the framework for Extended Studies in a Program to allow students who have completed the Bachelor of Arts in Child and Youth Care to be recognized for additional work to meet the Child Protection specialization.

The credential to be awarded is a Post Degree Certificate in Extended Studies in Child and Youth Care: Child Protection Specialization.

#### **Entrance Requirements**

To be admitted students must have completed a Bachelor of Arts in Child and Youth Care from UFV or a recognized partner university program (University of Victoria, Vancouver Island University, or Douglas College).

The department may interview applicants to assess their particular strengths and needs. Admission will be granted on the basis of the Child, Youth, and Family Studies Department's ability to meet the student's needs. The number of applicants accepted to the program may be restricted.

#### **Program requirements**

Students complete the requirements for the Child Protection specialization as set out below. The department will set a detailed program plan for each student.

In order to be awarded, the certificate students must have a GPA of at least 2.33 on the required courses.

The courses required are:

|          |                                                       |   |
|----------|-------------------------------------------------------|---|
| CYC 280  | Introduction to Policy, Politics, and Practice in CYC | 3 |
| CYC 296  | Inclusive CYC Practice                                | 3 |
| CYC 330  | Trauma Informed Practice in CYC                       | 3 |
| SOWK 312 | Legal Knowledge for Social Work Practice              | 3 |
| SOWK 412 | Legal Skills for Child Protection                     | 3 |
| CYC 410A | Advanced Practicum                                    | 3 |
| CYC 410B | Advanced Practicum                                    | 3 |

#### **Program Regulations**

The program requires the completion of 120 credits with a minimum grade point average of 2.33. At least 48 of these credits must be upper-level (300 or 400 level courses). The 120 credits must be completed within a maximum of 10 academic years.

**Practica requirements – CYC 310 and CYC 410**

The field experience gained in practica is an integral part of the CYC degree. These two courses are core to the program and completion at a C+ level or higher is required for graduation. All students must be willing to undergo an initial security (criminal record) clearance and further checks as may be required for the individual course or practicum agencies. Students must also be willing to provide a statement from a physician as evidence of good physical and mental health as may be required in individual courses or practicum agencies.

A criminal record check is required prior to practicum placement. The cost and submission of this is the responsibility of the student. A student will not normally be able to begin a practicum until the criminal record check clearance is returned.

The Department Head reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. Students are placed in practicum settings in accordance with their professional background and current learning needs. Students have the right to be informed in writing of the reasons for any change in placement. Students may be required to withdraw from a practicum course if none of the available practicum agencies will accept them.

Students are required to provide their own transportation to and from practicum sites.

Students will complete two practica while in the program, a minimum of 300 hours each. There are a variety of excellent sites in the Fraser Valley and the Lower Mainland available to students. The CYC faculty have links to many agencies and organizations in the child and youth care field. Different sites have different requirements regarding schedules and amount of time students will need to spend there, in order to receive the best learning and experience. If students are currently working in a full time job, they will need to adjust their schedules, or take time off of their jobs to meet the demands of practica.

**Program Continuance and probation**

To graduate, the candidate must have an overall grade of C+ or higher in all CYC core courses and the English or Communication courses.

Students are required to maintain a cumulative GPA (cGPA) and semester GPA of C+ (2.33) or higher. Students who fail to meet the required semester and/or cumulative GPA will be placed on program warning. Students will be expected to repeat any core course if they received lower than a C+ grade. If students fail to meet the GPA requirements after being placed on program warning, they may be withdrawn from the program.

Students receiving a program warning for low grades or unacceptable behaviour will not normally be permitted to participate in practicum or continue in the program until the unacceptable grades or behaviours have been rectified.

**UFV Continuance and probation**

Student must maintain a cumulative GPA of at least 2.0 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum cGPA requirement will result in restrictions on registration and may eventually lead

to academic suspension from the university. Students on Academic Warning or Academic Probation are limited to enrolling in 10 credits. (See Undergraduate Continuance Policy 92.)

**Course repetition**

Students may not register for a course more than twice.

Where a course has been repeated, only the higher grade will be counted in the GPA calculation.

**Readmission**

Students who have not attended UFV in greater than five semesters will be required to reapply to the program. They can be admitted in the next semester, if space permits. Please see UFV Policy 92.

The 120 credits of this degree must be completed within a maximum of 10 academic years inclusively.

**Residency**

In order to earn a UFV degree a student must normally complete at least twenty five percent (25%) of the total and 25% of upper level credits necessary for the degree at UFV (UFV Policy 96).

**Distance courses**

Student who wish to pursue the degree more quickly than the yearly offerings at UFV allows may arrange to take B.C. university distance education courses on an individual basis, after obtaining permission from the Department Head.

Total transfer and course challenge credits may not exceed 90 credits and all CYC requirements must be met.

**Graduation requirements**

All degree candidates must complete every core course at a C+ level or higher and maintain a Program GPA of 2.33. They must submit the Request to Graduate form to the Office of the Registrar with the appropriate fees by April 1 in their year of graduation.

Note that a CGPA of 2.0 is required, calculated over all courses taken at UFV that are used to meet the program requirements.

All program requirements must be complete by April 30<sup>th</sup> to graduate that June. This includes any transfer credits from other institutions. Students who enrol in the summer semester to complete their program will qualify for the following year's graduation ceremony.

**Maximum length of time to complete the program**

The 120 credits of this degree must be completed within a maximum of 10 academic years inclusively.

**Memo for Course Changes**

To: CACC, Alisa Webb

From: Shelley Stefan, Visual Arts Department Head

Date: November 25, 2016

**Subject: Proposal for revision of VA 231 – Sculpture & Extended Media 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:
2. Rationale for change: In order to encourage enrolment numbers for this entry level Sculpture and Extended Media course, the VAPC has decided to remove the pre-requisite of VA 116. No other entry level stream course has a definitive pre-requisite. The committee believes this change will improve the success of this discipline stream and encourage numbers.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? The VA department has several initiatives at work that aim to indigenize the academy, including the usage of indigenous content in its curricula and programs.
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value 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:
  - a. UFV Tuition
  - b. Textbooks – \$50
  - c. Classroom supplies - \$50



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 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> VA 231                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Sculpture & Extended Media I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This overview of 3-dimensional work begins with the physical world of objects and materials, and explores principles and elements of design in a series of studio projects. A range of traditional skill-based processes, diverse media, and contemporary interdisciplinary practices inform the exploration of ideas and materials.</p> <p>Note: Students with credit for VA 131 cannot take this course for further credit.</p>                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None. One of VA 113, 115, or 116 is recommended.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <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>FA 131, VA 131</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 type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</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>18</td> </tr> <tr> <td>Laboratory hours</td> <td>34</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>8</td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Seminars/tutorials/workshops | 18 | Laboratory hours | 34 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed Learning | 8 | <b>Total</b> | <b>60</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 34        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student Directed Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Maximum enrolment (for information only):</b> 17<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> November 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> December 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> January 27, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> December 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |    |                        |  |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

VA 231

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

1. use a range of media to demonstrate three-dimensional relationships
2. use safe production and technical skills in a broader studio practice
3. communicate a conceptual and technical understanding for both sculpture and time-based media
4. integrate interdisciplinary art making with traditional sculpture skills
5. articulate the diverse conceptual possibilities in contemporary art theory and 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)

Within the context of a schedule of studio assignments, instruction is individual. Demonstrations, lectures, historical studies, and field trips complement sculpture-making projects and critiques.

**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. Bukskirk, Martha        | <i>The Contingent Object of Contemporary Art</i> | <input type="checkbox"/> | The MIT Press   | 2005 |
| 2. Hudek, Antony           | <i>The Object</i>                                | <input type="checkbox"/> | The MIT Press   | 2014 |
| 3. Kelly, James            | <i>The Sculptural Idea</i>                       | <input type="checkbox"/> | Waveland Press  | 2004 |
| 4. Krause, Rosalind        | <i>Passages in Modern Sculpture</i>              | <input type="checkbox"/> | The MIT Press   | 1981 |
| 5. Gane, N & Beer, D       | <i>New Media: The Key Concepts</i>               | <input type="checkbox"/> | Berg Publishers | 2008 |

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

A supplies/materials list may include, but is not limited to, construction paper or chipboard, recycled and/or new woods, plaster and/or plaster gauze, found objects, assorted hardware, paints, etc.

## Typical Evaluation Methods and Weighting

|                |    |              |     |                   |   |            |      |
|----------------|----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %  | Assignments: | 90% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %  | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation: | 5% | Attendance:  | 5%  | Other:            | % | Total:     | 100% |

**Details (if necessary):** Assignments are comprised of three projects as listed in Course Content.

## Typical Course Content and Topics

### Weeks 1-4:

1. Course Introduction, review project guidelines, workbook and maquette requirements; introduce Studio Project #1
2. Lectures and visual presentation on elements of form and basic 3D design principles and interdisciplinary practices
3. Demonstrations on safe use of hand tools and basic joining methods
4. Studio work classes with instructor and studio technician support
5. Group critiques
6. Reading assignment
7. Writing assignment: artist statement/project analysis

### Weeks 5-8:

1. Introduce Studio Project #2
2. Continued lectures and visual presentations on elements of form, design principles, interdisciplinary practices with time based emphasis
3. Ongoing demonstrations on the safe use of hand power tools with variety of materials (found and provided)
4. Studio work classes with instructor and studio technician's support.
5. Group Critiques
6. Writing assignment: artist statement/project analysis

### Weeks 9-13:

1. Introduce Studio Project #3
2. Student Presentations on sculptors with multimedia and/or interdisciplinary, time based practices
3. Demonstrations on the safe use of stationary power tools and life casting techniques
4. Studio work classes with instructor and studio technician support
5. Group Critiques
6. Writing assignment: artist statement/project analysis

**Memo for Program Changes**

To: CACC, Alisa Webb

From: Shelley Stefan, Visual Arts Department Head

Date: November 28, 2016

**Subject: Program change Visual Arts major – Declaration process**

1. Summary of changes (select all the apply):
  - ☐ Program revision that requires new resources
  - ☐ Addition of new course options or deletion or substitution of a required course
  - ☐ Change to the majority of courses in an approved program
  - ☐ Change to the duration, philosophy, or direction of a program
  - ☐ Addition of a new field of specialization, such as a concentration
  - ☐ Change in requirements for admission
  - ☐ Change in requirements for residency or continuance
  - ☐ Change in admission quotas
  - ☐ Change which triggers an external review
  - ☐ Deletion of a program not included in the Program Discontinuance policy
  - ☒ Other – Please specify: Change to declaration requirements
2. Rationale for change(s): The portfolio review will no longer be a declaration requirement and will be added as a pre-req to capstone courses (to be submitted at a later date). This change will support a more streamlined process for students as they enter into their final year.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum? The VA department has several initiatives at work that aim to indigenize the academy, including the usage of indigenous content in its curricula and programs.
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? This change will assist students with guidance at the appropriate time in their process toward program completion.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective



dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## VA Major

### Declaration

Students declaring the Visual Arts major must meet the following requirements:

- Completion of the foundation studio courses (VA 113, VA 115, VA 116, and one of either VA 160 or VA 180) and six credits of Art History with a minimum CGPA of 2.33 on all six courses. ~~A successful portfolio review for the purpose of declaration. See the BFA Academic Advisor for portfolio guidelines and specific submission dates. Major declaration portfolios will be reviewed throughout the fall and winter semesters.~~

For further information on the declaration process, please see the **BFA section** of the calendar.

**Memo for Program Changes**

To: Jacqueline Nolte, CAC

From: Lynn Kirkland Harvey, CMNS Department Head

Date: October, 12, 2016

**Subject: Program change Communication Minor**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

HSER 120 is being revised to focus more on therapeutic interviewing skills relevant for Human Services . CMNS 140 will replace HSER 120 as an option in the minor by providing a course that focuses on interpersonal skills for the workplace.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum? As described in the new course rationale memo.
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Few CMNS Minor students were taking HSER 120. We expect that program students will find relevance in this course, and that it will fill when offered every other year.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

This course will replace HSER 120 as follows:

***Lower-Level Courses***

A Communication Minor will include a minimum of four lower-level courses which serve as prerequisites for the upper-level selections.

## 1. One of:

- CMNS 125: Introduction to Workplace Communication
- CMNS 155: Introduction to Workplace and Academic Communication
- CMNS 165: Professional Communications for Kinesiology (previously offered)
- CMNS 175: Writing for the Internet

## 2. One of:

- CMNS 180: Introduction to Intercultural Communications
- CMNS 212: Basic Public Relations and Advocacy Communication
- GEOG/CMNS 257: Environment: Science and Communication
- [HSER 120: Introduction to Interpersonal Communications](#)
- [CMNS 140: Interpersonal Skills for the Workplace](#)

## 3. Required:

- CMNS 235: Public Speaking
- CMNS 251: Professional Report Writing

***Upper-Level Courses***

Required: Four upper-level Communications courses, one of which must be a 400-level course.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

I met with Margaret Coombes, Director of Social Work, and Curtis Magnuson, Chair of Human Services, on September 30, 2016 regarding removing HSER 120 from our minor. As so few CMNS students took HSER 120, they saw no effect on their course enrolments.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

This course will be included as one option in our rotational offerings of courses in that category. This will not have any impact on our departmental budget.

**Memo for Program Changes**

To: UEC Pre-Screening

From: Michelle Rhodes, Chair, General Studies Program Committee

Date: 5 December 2016

**Subject: General Studies Diploma**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☒ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

The General Studies Diploma (GSD) has undergone internal review to update the program. The diploma has remained relatively unchanged since the program's inception.

The current GSD requirements do not ladder effectively into the BGS, resulting in students entering the BGS with the need to potentially complete additional lower level requirements. The proposed changes to the GSD will align more directly with the new BGS (implemented Fall 2017), by requiring that students meet 3 out of the 6 required competencies used in the BGS structure.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

The revised GSD will better meet the ILOs, as the current model is *too* open and undefined in terms of goals and requirements. The specific requirements that students demonstrate communicative (including ENGL 105 or equivalent) and quantitative competencies will help students meet ILO 1: *Demonstrate Information Competency*, ILO 3: *Use Knowledge and Skills Proficiently*, and ILO 5: *Communicate Effectively*. The choice within the program to meet either the scientific or digital competency requirement will further enhance a student's ability to meet these three ILOs in particular, as well as providing greater ability to meet ILO 2: *Analyze Critically and Imaginatively* and ILO 4: *Initiate Inquiries and Develop Solutions to Problems*. The diploma requires 60 credits in total, so these specific requirements will be supplemented by between 14-16 additional courses (depending on credits per course), and these will further help a student to meet up to all nine ILOs.

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

The new requirements do not include indigenization requirements. Because the GSPC does not have control over specific course curriculum (aside from PORT 398 and PORT 399, which are part of the BGS), it cannot address indigenization in this way.

The program changes do, however, better build into the BGS, which has an intercultural requirement that can be met through Indigenized courses already approved to meet the BA Intercultural requirement.

5. Will additional resources be required? If so, how will these costs be covered?

No additional resources are required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The new program design requires students to complete a higher number of requirements to the existing model, and the nature of the requirements will shift. However, it should not impact significantly numbers of students entering the program, either directly or from Qualifying Studies, because the remainder of the program remains remarkably flexible.

The new program requirements will present a higher bar that students will need to meet in the cases where they are entering in the program late (after having completed 45 credits or more). This is often the case currently, after students start in another program and choosing to complete the GSD because they can do so sooner than if they stay in their first program. The programs from which students might transfer into the GSD, however, including Business, often have similar requirements (especially in quantitative skills and communications).

The proposed program requirements will, however, improve transition into the BGS, rather than treating the diploma as a terminal credential. Further, these new requirements are important to creating a link between diploma content and diploma learning outcomes. It is seen of critical importance to remove the tendency to treat the General Studies Diploma program as a 'default' program for students who are struggling in other programs. Instead, *all* students in the GSD should feel as though their program has structure and purpose.

In the short run, then, we *may* see a drop in enrolment in the program, reflected primarily in a decision among program-jumpers to not enter into the BGS. But this is likely to be minimal and short-term. Over the long-run, we hope to see more interest in the Diploma as a viable ladder into a degree program, and an increase in enrolment as a result.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The GSD does not include any program-specific discipline.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

The GSD does not involve any courses specific to the program. The GSD relies on existing curriculum from across the institution, and can incorporate courses from most programs. The three competencies that GSD students are expected to meet are fulfillable using a wide diversity of courses, and will not put additional burden on any one program.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

Yes. The current Diploma requires students to complete a qualifying ENGL or CMNS course, plus a course from an (outdated) list that (theoretically) fosters skills in information management. Of the 60 credits, 18 must be at a 200-level or above, and no more than 45 credits can be completed in any one department.

The proposed Diploma structure requires students to complete:

- ENGL 105, CMNS 125, or CMNS 155 (previously: a qualifying ENGL or CMNS course)
- Quantitative skills requirement (previously: none required)
- Completion of a lab science or Digital Competency requirement (previously: require course in information management)
- Of the 60 credits, 24 must be at a 200-level or above, and no more than 45 credits can be completed in any one department.

These requirements are met with courses from most faculties, and therefore, have minimal budgetary implications other than those already required by the diploma. Many if not most students entering the Diploma from other credentials will have already met the quantitative and/or digital requirements in their original programs.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

No additional budgetary implications are anticipated.

**Response to Comments from CWC/ UEC Screening**

The UEC Screening Subcommittee has reviewed this proposal and has the following comments:

- Memo is missing program name. *added*
- Cross-listed courses such as COMP 331/STAT 331 and COMP 431/STAT 431 should be referred to as such. *Change made*
- Should upper-level courses such as COMP 331/STAT 331 and COMP 431/STAT be included in a diploma program? *GS students do to fit the norm for diploma students. Many are mature learners and/ or international students who often start out in or transfer into the program with the goal of completing many computing science courses. This includes courses at the upper-level. Many come in with a smattering of coursework or credentials completed at other institutions, and therefore are not truly 'first year' students. For those students for whom the GS Diploma is a terminal credential (which includes many of our international students), higher specialization provides them a bit more advantage in the workplace, whether it's achieved in CIS or BUS or Crim, etc. For those students who use the GS Diploma to ladder into the BGS or another degree program, completion of upper-level credits within the first two years (usually second) of study means they have enough flexibility once they ladder up. This is important, because discipline and departmental barriers (e.g. seat reserves, pre-reqs) make it difficult for BGS students in particular to get enough upper-level credits. If a student can earn some of those credits while in the Diploma, it can provide needed flexibility to complete remaining breadth requirements within the BGS, while also working towards the remainder of their upper-level requirements.*
- SOC 254 may no longer be offered; suggest consultation with the SCMS department regarding including this course. *Just over half our General Studies students are part-time, and it's not unusual for them to complete courses over a longer period of time. Sociology is particularly popular among GS Diploma students. We would like to keep this course in the calendar for another year or two, until such time as most students who might have taken it have completed their program.*
- Typo in last paragraph of the calendar introduction: "Interesting" should be "interested".  
*Thanks for catching this! Change made.*
- "Writing Foundation" core competency may cause confusion with the University Foundation program. Could this be called "Writing", or "Effective Communications" to match the BGS competency? *Yup, no problem. We dropped 'foundation' and replaced it with "Written Communication". Also, "Additional" was added to second communications requirement.*
- The "Changing programs" section may be more appropriate in the BGS calendar copy than the diploma calendar copy. *I wish this were true. However, the General Studies Diploma is often used by students (and OReg) as a placeholder until they know which program they should be in, or until they meet the requirements of their program of choice. In theory, they should be in Qualifying Studies, but there's nothing to stop someone from applying to the GS Diploma. Many who are in the GS Diploma are also working on requirements for Professional Education programs, and are on the fence about whether to transfer to the BA or BGS. Similarly, we have students that start out in other programs and transfer into the GS Diploma—and sometimes continue to transfer on. Part of our goal with the revisions to the Diploma is to create a more coherent program that, while not stopping program jumpers, will nonetheless and hopefully make the GS Diploma a more deliberate program choice.*
- The "Non-UFV Courses and Transfer Credits" section will be split into two sections.



Hi

I have no concerns with most of the changes proposed. The only issue is that all applicant categories must meet Degree/diploma level proficiency under policy. You might consider leaving that in as a general requirement for all applicant categories, at the beginning of the section. However, if you prefer to state it separately for each entrance option, then it will need to be added to the post-secondary option. *A statement has been added to the start of the section noting that all students must meet Degree/ Diploma level proficiency. I've kept it in with the Out of Country applicants, as they are more likely to need this—and it doesn't hurt to have it in there twice.*

A very minor point but for Out-of-country applicants, the word "average" should be deleted, since it refers to only one approved Grade 12 course. *deleted*

I'd also suggest moving the phrase "will be admissible" until after the language requirement, e.g.:

Students who have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, have completed an equivalent of C+ (equated to the UFV grading system) in one approved Grade 12 course, and meet the Degree/ Diploma Level language proficiency standards  
(see <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm#Fall2017>) will be admissible. *Change made*

Thank you for the opportunity for feedback, and have a great Christmas!

Elaine Harris  
University Secretariat  
University of the Fraser Valley  
[elaine.harris@ufv.ca](mailto:elaine.harris@ufv.ca)  
604-864-4645

From Simon Xi:

Entrance requirements may be replicated from BA, but we can simplify it if we want to. Under Option 1, EQUIVALENT in "BC secondary school graduation or equivalent" covers Out-of-Province Applicants, I think. We can add\* beside EQUIVALENT; then modify the sentences under Alternatives to High school Graduation and attach them under. *Have brought this back to committee to review; may simplify in later draft*

The Note about Provincial Education Number applies to BC graduates (Check with OReg). Where is a better place to put this note? *Moved to section on high school entrance, as these are the students affected by this practice*

Under Program requirements. Successful completion of courses in at least four unique disciplines. What does unique mean here? *Thanks for identifying—it was supposed to have been changed to 'distinct' in first revisions. Change made. Distinct is determined by course letters (e.g. ABT, ADED, AGRI, etc.).*

Under Use and Interpretation of Numerical Data, STAT 100 or above entails STAT/COMP331, STAT/COMP431. There is no need to list these two courses. *Kept in list because student is more likely to complete the course under the COMP designation. While they are also STAT courses, we want to minimize confusion.*

Should we make it clear that no one course can meet more than one competency? *Note added*

It seems CMNS155 will phase out. *Change made*

Policy 64 is in effect now. This is part of the policy:

### **3. Graduation with additional or concurrent credentials**

*The Subsequent and Concurrent Bachelor Degree policy governs the conditions in which a student may earn more than one bachelor degree.*

*In cases not covered by the Subsequent and Concurrent Bachelor Degree policy, a minimum of 50% of the credits for a second or subsequent credential, excluding associate certificates, must be in courses that have not been used to satisfy requirements for another credential. *Language added to section on graduation, referring students to policy 64.**

Do we also want to emphasize that minimum 25% of the coursework must be completed while enrolled in the program? *Have brought this back to committee to review, as this is change would have substantial impact on many students completing the program.*

Thanks,

Simon Xi  
Academic advisor  
UFV International

## **General Studies ~~D~~diploma**

The General Studies ~~D~~diploma is UFV's most flexible two-year program, allowing you ~~allows students to meet a variety of needs while earning a diploma~~ choose courses that are most relevant to your personal and professional goals. General Studies Diploma students will demonstrate foundational skills in communication, numeracy, and science or digital literacy. ~~Students can explore all disciplines, or take courses to fulfill the first or second-year requirements for professional programs or to ladder into degree programs.~~

The General Studies Diploma is flexible enough to allow you to:

- Explore courses from a variety of areas of study, so as to best find the right fit for you;
- Use transfer, applied, and professional program credits;
- Tailor a program of study to specific needs of your workplace;
- Complete entrance and lower-level requirements for degree-level study and professional programs.

Students successfully completing a General Studies Diploma will have met several of the competency requirements for the Bachelor of General Studies (BGS). Diploma students ~~interesting~~interested in continuing in the BGS with the intention of developing a thematic specialization can work with an Advisor while in the General Studies Diploma program so as to ensure that necessary pre-requisites have been completed.

### **Entrance requirements**

All students, regardless of entrance option, must meet the Degree/ Diploma Proficiency Standards. These can be found at: <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm#Fall2017>

~~B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.~~

~~Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.~~

#### **Option 1: High School or Equivalent to High School**

High School (for students with high school graduation only)

1. BC secondary school graduation or equivalent

2. A minimum of a C+ in English 12 or equivalent (English 12 First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a C+ in one additional approved Grade 12 course.

Out-of-Province Applicants:

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

Out-of-Country Applicants:

- Students who have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of C+ (equated to the UFV grading system) in one approved Grade 12 course, and who will be admissible.
1. M meet the Degree/ Diploma Level Proficiency Standards (:- <https://www.ufv.ca/calendar/current/General/EnglishProficiency.htm#Fall2017>) will be admissible.

Alternatives to High School Graduation:

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

**Option 2: Post-Secondary Entrance (for students who have attended some post-secondary school)**

1. Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 on all credits attempted

Students who do not meet these requirements might consider Qualifying Studies and/or a meeting with a UFV Academic Advisor.

**When to apply**

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see **Specific intake application process.**

**How to apply**

1. Apply online at [ufv.ca/admissions/admissions/apply](https://ufv.ca/admissions/admissions/apply).

Additional documents required for a complete application:

~~Proof of graduation (an official high school transcript) if you are under 19 and no longer in school. A transcript is recommended for students over 19.~~

~~No documents need to be submitted by students currently in Grade 12, until final grades are available at the beginning of August.~~

Additional documents required for a complete application:

- Official transcripts or interim transcripts from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements
  - o Must be sent directly to UFV from the originating institutions
  - o Need to arrive within two weeks of the date of your application in order to retain your original application date

For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades are due August 3.

1. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.
2. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August for the September intake.

—Note: It is essential to provide your Provincial Education Number (PEN) on the application form.

3.

If a UFV Placement Test or Upgrading and University Preparation (UUP) assessment score is required, please make arrangements to write the assessments early in the year.

2. Upon admission to UFV, students will be provided with registration information. Please contact an Advisor for assistance in choosing courses and organizing timetables.

~~3. For students under 19 years of age, admission is conditional upon B.C. secondary school graduation. Proof of graduation is due at the end of the first week in August for the Fall semester. B.C. Grade 12 students can arrange at their schools to have transcripts sent directly to UFV.~~

Note: It is essential to provide your Provincial Education Number (PEN) on the application form.

### Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

### Fees and additional costs

See the **Fees and Other Costs** section.

### Program requirements

The General Studies Diploma requires:

- A minimum of 60 credits in courses numbered at the 100-level or higher.
- A minimum of ~~18-24~~ credits in courses numbered at the 200-level or higher.
- Successful completion of courses in at least four ~~unique~~distinct disciplines.
- ~~No more than 45 credits from any one department.~~
- ~~At least three credits of any ENGL course numbered at the 100-level or higher~~
- ~~or any CMNS course numbered 115 or higher.~~
- ~~At least three credits in one of the following courses which foster skills in information management:~~  
 COMP 230 (formerly CIS 230); CMNS 251; COMP 251; CRIM 220; LIBT 145 or 280; MACS 130 or 240; MATH 108 or 214 (formerly offered); PSYC 110; SOC 255/ANTH 255/MACS 255; STAT 104 or 106.
- Demonstration of having met the following Core Competencies:

| Core Competency                                                      | Requirement                                                                                                                                                                                                   |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Written Communication</u><br><u>ing Foundation</u> (3 credits)    | CMNS 125 or <del>CMNS 155</del> or ENGL 105                                                                                                                                                                   |
| <u>Additional Written, Oral, or Visual Communication</u> (3 credits) | One of: AH 100, AH 101, AH 102, AH 204, CMNS 175, CMNS 235, CMNS 251, GEOG/ CMNS 257, HSER 120, SOC 254, VA 113, VA 115, or VA 116]                                                                           |
| <u>Use and Interpretation of Numerical Data</u> (3-4 credits)        | One of:<br><ul style="list-style-type: none"> <li>• <del>COMP/ STAT 331, or COMP/ STAT 431</del></li> <li>• <del>ECON 100, 101</del></li> <li>• <del>GEOG 252</del></li> <li>• <del>GEOG 253</del></li> </ul> |

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                         | <ul style="list-style-type: none"> <li>• <u>MATH 100 or Above</u></li> <li>• <u>PSYC 110, or PSYC 202</u></li> <li>• <u>SOC 255</u></li> <li>• <u>STAT 100 or above*</u></li> </ul> <p><i>*STAT 104 or STAT 106 is recommended for students planning on continuing into the Bachelor of General Studies</i></p> <p>Or through completion of one of the following credentials:</p> <ul style="list-style-type: none"> <li>• <u>Architectural Drafting Certificate</u></li> <li>• <u>Automation and Robotics and Technician Diploma</u></li> <li>• <u>Bookkeeping for Small Business Certificate</u></li> <li>• <u>Carpentry Certificate</u></li> <li>• <u>Construction Electrician Certificate</u></li> <li>• <u>Electronics Core</u></li> <li>• <u>Hospitality and Event Management Certificate</u></li> </ul>                                                                                                                                                                                                              |
| <b>And one of the two following competencies:</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><u>Scientific Competency</u></b><br><b><u>(completion of lab science course)</u></b> | <p><u>One of:</u></p> <ul style="list-style-type: none"> <li>• <u>AGRI 123, 124, 129, or 163</u></li> <li>• <u>ASTR 103 or 104</u></li> <li>• <u>BIO, 100-level or higher</u></li> <li>• <u>CHEM, 100-level or higher</u></li> <li>• <u>GEOG 103 or 116</u></li> <li>• <u>HSC 111</u></li> <li>• <u>KPE 163 or 170</u></li> <li>• <u>PHYS 100-level or higher</u></li> <li>• <u>PSYC 202</u></li> </ul> <p>Or through completion of one of the following credentials:</p> <ul style="list-style-type: none"> <li>• <u>Automation and Robotics and Technician Diploma</u></li> <li>• <u>Construction Electrician Certificate</u></li> <li>• <u>Electronics Core</u></li> <li>• <u>Practical Nursing Diploma</u></li> </ul>                                                                                                                                                                                                                                                                                                   |
| <b><u>Digital Competency</u></b>                                                        | <p><u>One of:</u></p> <ul style="list-style-type: none"> <li>• <u>CIS 100 or higher</u></li> <li>• <u>COMP 120 or higher</u></li> <li>• <u>CMNS 251 or 376</u></li> <li>• <u>ENGR 151</u></li> <li>• <u>GD 157 or higher</u></li> <li>• <u>GEOG 253</u></li> <li>• <u>VA 160, VA 180, VA 271 or 365</u></li> </ul> <p>Or through completion of one of the following credentials:</p> <ul style="list-style-type: none"> <li>• <u>Applied Business Technology Certificate</u></li> <li>• <u>Architectural Drafting Diploma</u></li> <li>• <u>Automation and Robotics Technician Diploma</u></li> <li>• <u>Bookkeeping for Small Business Certificate</u></li> <li>• <u>Computer Assisted Drafting Certificate</u></li> <li>• <u>Electronics Core</u></li> <li>• <u>Legal Administrative Assistant Certificate</u></li> <li>• <u>Library and Information Technology diploma</u></li> <li>• <u>Medical Office Assistant Certificate</u></li> <li>• <u>Paralegal Certificate</u></li> <li>• <u>Paralegal Diploma</u></li> </ul> |

|                                         |
|-----------------------------------------|
| • <u>Records Management Certificate</u> |
|-----------------------------------------|

Note: Individual courses can only be used to meet one competency, e.g. GEOG 253 can be used for either quantitative or digital, but not both.

Advisors can assist students in developing individual educational plans. An advising appointment can help students refine their goals and objectives, understand available choices, and select courses which will apply to the intended program. Students wishing to apply to the UFV BGS after completion of the General Studies Diploma should familiarize themselves with additional BGS requirements. Contact Advising at [advising@ufv.ca](mailto:advising@ufv.ca).

Note: Students may enroll in courses for which they meet the prerequisites. Some courses may be more difficult to gain access to as seats are reserved for students admitted to a particular program. General Studies students may be able to enroll in these courses if there are vacancies in courses after program students have registered. Refer to the course descriptions for prerequisite information.

## Residency

At least 15 credits used for the diploma (25% of the total) must be completed at UFV.

## ~~Non-UFV Courses and~~ Transfer Credits:

Up to 45 university-level transfer credits can be used towards the completion of the General Studies Diploma. Students wishing to use transfer credits to meet one or more core competency requirements will need to meet with an Academic Advisor in order to request a review. Contact Advising at [advising@ufv.ca](mailto:advising@ufv.ca).

## Non-UFV Courses

UFV students who wish to take courses at another institution for credit towards the General Studies Diploma must obtain permission in advance from an academic advisor. A letter of permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student. Residency and transfer credit policies apply.

## **Undergraduate continuance**

Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV.

Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the **Academic standing and undergraduate continuance section** of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.



**Residency**

~~At least 15 credits (25% of the total) must be completed at UFV.~~

**Graduation**

A cumulative GPA of 2.0 or higher on all courses that count toward the diploma is required for graduation.

Students must submit a Request for Graduation form and the graduation fee to the Office of the Registrar by April 1 to be eligible to participate in convocation ceremonies in June. Students can graduate from the program at any time if the diploma requirements have been completed; the April 1 deadline is only important for June convocation.

Students who are applying to graduate with the General Studies Diploma while also completing additional programs at UFV should be aware that no more than 50% of credits used for the diploma can be used toward a second credential. Please refer to [Policy 64](#)<sup>[mr1]</sup>.

**Changing programs**

Advisors can assist students with transitioning from one program to another. Contact Advising at [advising@ufv.ca](mailto:advising@ufv.ca).

**Memo for Program Changes**

To: UEC Pre-Screening

From: Michelle Rhodes, Chair, General Studies Program Committee

Date: 5 December 2016

**Subject: Bachelor of General Studies**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

The BGS underwent substantial change in the last year, and the new model will be implemented starting in Fall 2017. At the time of the approved changes, not all courses eligible to meet new competency requirements within the degree were identified. This process is ongoing. The attached changes represent updates to the list of approved courses.

Minor calendar changes are also included here.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

N/A

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

The BGS's Intercultural Competency requirement can be met, in part, by completion of courses with Indigenous communications elements, although the final list for this is being determined largely by the BA program. The BGS is 'piggybacking' on the BA Intercultural approval process.

5. Will additional resources be required? If so, how will these costs be covered?

No additional resources are required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The additions will create greater flexibility for students.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

N/A

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

No

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

Yes, more options are added. This should reduce budget pressures on already approved courses within the program, rather than increasing them.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

No additional budgetary implications are anticipated.

The **UEC Screening Subcommittee** has reviewed this proposal and has the following comments:

- Memo is missing program name. *added*
- Entrance requirement Option 2: typo in fifth bullet: "...applicable for BA entrance..." should be "...applicable for BGS entrance..." *change made*
- SOC 254 may no longer be offered; suggest consultation with the SCMS department regarding including this course. *Just over half our General Studies students are part-time, and it's not unusual for them to complete courses over a longer period of time. Sociology is particularly popular among BGS students—it's the most popular minor after Business. We would like to keep this course in the calendar for another year or two, until such time as most students who might have taken it have completed their program.*
- "ED 290" and "ED 291" should be corrected to EDUC 290 and EDUC 291. *change made*
- "HALQ 100 or above" should be corrected to "HALQ 101 or above" (HALQ 100 has been discontinued; the course outlines section of the calendar has now been updated to reflect this). *change made*

- Declaration section: should “minimum grade of C on each of the required courses” be corrected to “minimum grade of C on each of **three** required courses”?

**Bachelor of General Studies****Degree, breadth, and portfolio requirements**

To receive a Bachelor of General Studies degree students must complete the following minimum requirements:

- 120 credits with a cumulative grade point average (CGPA) of 2.0 or higher, of which 30 must be completed at UFV.
- 45 upper-level credits, of which 24 are completed at UFV.
- CGPA of 2.0 in the BGS degree.
- CGPA in courses for minor(s), as specified by minor program.
- CGPA of 2.0 in all upper-level credits.
- The 120 credits must incorporate the breadth requirement.

In addition, students must complete the following two requirements:

- **Breadth requirement:** Completion of one or more courses in each of at least six separate disciplines, as identified by course prefix (e.g. AGRI, ANTH, ASTR, BIO, BUS, etc.).
- **E-Portfolio requirement:** Completion of PORT 398 and PORT 399.

Core competencies requirements

**1. Effective Communications**

- One of: ENGL 105 or CMNS 155.
- One of:
  - AH 100, AH 101, AH 102, AH 204, CMNS 115, CMNS 175, CMNS 235, CMNS 251, GEOG/ CMNS 257, HSER 120, SOC 254, VA 113, VA 115, or VA 116
  - ~~Additional course in communications (written, visual, or oral) from eligible courses list;~~
  - Or completion of one of the following programs:
    - **Aboriginal Culture and Support diploma**
    - **Paralegal certificate**

- **Paralegal diploma**
- **Records Management certificate**

## **2. Use and Interpretation of Numerical Data**

- One of: STAT 104, STAT 106, or PSYC 110
- One of:
  - ~~Additional course in quantitative literacy from eligible courses list;~~ ECON 100, ECON 101, GEOG 252, GEOG 253, PSYC 110, PSYC 202, or SOC 255
  - MATH 100 or above
  - STAT 100 or above (Note: STAT 104 or STAT 106 can only be used to meet one of the two required courses in this area.)
  - Or completion of one of the following credentials:
    - **Architectural Drafting Technician certificate**
    - **Automation and Robotics and Technician diploma** (unavailable until further notice)
    - **Bookkeeping for Small Business certificate**
    - **Carpentry certificate**
    - **Construction Electrician certificate**
    - **Electronics Technician - Common Core certificate**
    - **Hospitality and Event Management Post-baccalaureate certificate** (unavailable until further notice)

## **3. Scientific Literacy**

One of:

- Course in laboratory or field-based science, chosen from one of:
  - AGRI 123, 124, 129, or 163
  - ASTR 103 or 104
  - BIO, 100-level or higher
  - CHEM, 100-level or higher

- GEOG 103 or 116
  - HSC 111
  - KPE 163 or 170
  - PHYS 100-level or higher
  - PSYC 202
- Or completion of one of the following credentials:
  - **Automation and Robotics and Technician diploma** (unavailable until further notice)
  - **Construction Electrician certificate**
  - **Electronics Technician - Common Core certificate**
  - **Practical Nursing diploma**

Note: Teacher education programs will have more specific lab science requirements. Students planning on continuing on to Teacher Education programs should check with those programs' admissions requirements.

#### **4. Digital Competency**

One of:

- Course in digital competency:
  - BUS 160
  - CIS 100 or higher
  - COMP 120 or higher
  - CMNS 251, 375, or 376
  - ENGR 151
  - Any GD course except GD 102
  - GEOG 253
  - VA 160, VA 180, VA 271 or 365
- Or completion of one of the following credentials:
  - **Applied Business Technology certificate**
  - **Architectural Drafting Technician certificate**

- **Automation and Robotics Technician diploma** (unavailable until further notice)
- **Bookkeeping for Small Business certificate**
- **Computer Assisted Drafting certificate** (unavailable until further notice)
- **Electronics Technician - Common Core certificate**
- **Legal Administrative Assistant certificate**
- **Library and Information Technology diploma**
- **Medical Office Assistant certificate**
- **Paralegal certificate**
- **Paralegal diploma**
- **Records Management certificate**
- Or portfolio demonstration of having met competency outcomes through professional or related experience. See BGS website for more information on using portfolios to demonstrate competency requirements.

## 5. Intercultural Engagement

One of:

- ~~Course in intercultural engagement from eligible courses list;~~
- ANTH 111, CMNS 180, EDUC 290, EDUC 291, GDS 250, HIST 103, HIST 396o, LAS 200, PACS 200, SOC 200, or SOC 250
- FNST 100 or above
- IPK 277, IPK 331, IPK 344, or IPK 386
- FREN 101 or above; GERM 101 or above; HALQ 101 or above; JAPN 101 or above; MAND 101 or above; PUNJ 101 or above; RUSS 101 or above; SPAN 101 or above
- GDS 311/ GEOG 398/ SOC 398, or approved, relevant internship or practicum
- Or portfolio demonstration of having met competency outcomes through professional or related experience. See BGS website for more information on using portfolios to demonstrate competency requirements.



**6. Professional Competency**

Successful completion of one of the following:

- One or more terms of Cooperative Education
- Credited Internship or Practicum in any discipline
- Credited Study Tour (4 or more credits)
- 60 hours of Co-Curricular Record experience
- Completion of a post-secondary Professional Program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Individual Learning Plan and leading to professional designation or accreditation
- Demonstration, through application and e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in Individual Learning Plan. See BGS website for more information.

**Memo for Program Changes**

To: Faculty of Science Curriculum Committee

From: Jeff Chizma, Department Head of Physics

Date: March 18, 2016

**Subject: Program change (Physics Honours)**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

Due to an oversight, the courses with the ENPH designation were not being counted towards the physics honours lab requirement. As this was always the intention, it has been corrected.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

N/A

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

Indigenization will always be considered in individual courses where appropriate. However, indigenization is encouraged at the program level through breadth/elective requirements where students can choose from courses where indigenization is appropriate to the course content and discipline.

5. Will additional resources be required? If so, how will these costs be covered?

N/A

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

N/A

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

N/A

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

N/A

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

N/A

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

N/A

**Physics Honours**

**CWC comments**

Elaine Harris, University Secretariat:

*The only question I have is whether the following requirement from the current Honours framework (see <http://www.ufv.ca/admissions/business/honoursdegree/>) is included, as I didn't see a specific honours course in the program outline:*

*An honours course, seminar, thesis, or project must be included as part of the above requirements. Students should be aware of the pre-requisites for the above criteria and plan accordingly.*

Sylvie Murray, Program Development and Quality Assurance Coordinator:

*I agree that it should be clarified whether the Physics Honours satisfies the requirements set by the UFV Honours framework.*

*In light of the proposed changes to the Physics major, it is quite difficult to see how the Honours now compares to the Physics major. Could the department clarify how the Honours now differs from the major in relation to the following requirements of the UFV Honours Framework:*

*2. Honours programs must contain additional academic requirements that correspond to a major as specified by the department, including either:*

- up to 12 additional upper-level credits, or*
- a concentration of at least nine upper-level credits applicable to the major which are not mandatory in that program.*

**Department response**

The Physics department has been under the impression that Honours degrees developed prior to the current Honours Framework would be grandparented going forward.

Physics

[ufv.ca/physics](http://ufv.ca/physics)

## Physics Honours

This section specifies the Physics Honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements, as well as the requirements for a [Physics major](#).

### Lower-level requirements

The lower-level requirements for the Physics Honours are the same as the lower-level requirements for the [Physics major](#), with the addition of the following courses:

| Course                            | Title                                  | Credits |
|-----------------------------------|----------------------------------------|---------|
| MATH 152                          | Linear Algebra for Engineering         | 4       |
| <del>or</del> MATH 221            | Linear Algebra (see Note)              | 3       |
| MATH 255                          | Ordinary Differential Equations        | 3       |
| COMP 152                          | Introduction to Structured Programming |         |
| <del>or</del> the combination of: |                                        |         |
| COMP 150                          | Introduction to Programming            |         |
| and COMP 155                      | Object-oriented Programming            | 4 or 8  |

Note: MATH 221 should be taken as opposed to MATH 152 if the student wishes to add a Mathematics major or minor.

### Upper-level requirements

| Course                                                                                                                                                                                                                                                                                                               | Title                         | Credits         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------|
| PHYS 402                                                                                                                                                                                                                                                                                                             | Advanced Optics               | 3               |
| PHYS 311                                                                                                                                                                                                                                                                                                             | Statistical Physics           | 3               |
| PHYS 312 (formerly PHYS 222)                                                                                                                                                                                                                                                                                         | Intermediate Electromagnetism | 3               |
| PHYS 351                                                                                                                                                                                                                                                                                                             | Quantum Mechanics             | 3               |
| PHYS 381                                                                                                                                                                                                                                                                                                             | Mathematical Physics          | 3               |
| PHYS 412 (formerly PHYS 322)                                                                                                                                                                                                                                                                                         | Advanced Electromagnetism     | 3               |
| PHYS 451                                                                                                                                                                                                                                                                                                             | Advanced Quantum Mechanics    | 3               |
| Any two upper-level physics labs: <a href="#">ENPH 310</a> , <a href="#">ENPH 320</a> , <del><a href="#">PHYS 342</a></del> , <del><a href="#">PHYS 372</a></del> , <a href="#">PHYS 382</a> , <a href="#">PHYS 383</a> , <a href="#">ENPH 360</a> (formerly <a href="#">PHYS 392</a> ), or <a href="#">PHYS 485</a> |                               | <del>6</del> -8 |

|                                                                                                                                     |   |
|-------------------------------------------------------------------------------------------------------------------------------------|---|
| At least one additional physics course with a pre-requisite numbered 300 or above                                                   | 3 |
| MATH 322                                  Complex Variables                                                                         | 3 |
| At least one other math course labeled 300 or above (MATH 312 suggested)                                                            | 3 |
| Three other credits in computer science related courses: e.g., any COMP course, PHYS 393, PHYS 484, PHYS 485, PHYS 493, or MATH 316 | 3 |

## **Additional requirements**

Students must take at least two courses from the following list:

- ASTR 103, ASTR 104, CHEM 113, CHEM 114, MATH 125, MATH 270/STAT 270, BIO 111, BIO 112, or any Business, Economics, or Arts course.

Note: More courses may be added as new courses are added to the calendar, but may not yet be included on this list. Check with the Department of Physics to see if there have been any additions.

Students should note the pre-requisite requirements for these courses.

Students must complete a minimum of 21 upper-level Physics credits at UFV.

Students should note that by choosing the appropriate options within the Physics Honours, they will also meet all the requirements for a Mathematics minor.

## **Graduation requirements**

At least 132 credits total

At least 54 upper-level credits

At least 45 of the upper-level credits must be from physics or math

At least 39 of the upper-level credits must be from physics

## **Academic performance**

The GPA calculated from all courses that the student uses towards the degree must be at least 3.33.

In addition, the GPA in all Physics courses used towards the degree must be at least 3.33.

Students in the Physics major do not need to apply to the honours program, but they may graduate from the honours program once all requirements have been met.

## **Course listings**

For complete details on courses see the [course descriptions](#) section.



## MEMO

**To:** UFV Community  
**From:** Gerry Palmer, Chair, Senate Governance Committee  
**Date:** February 1, 2017  
**Re:** Feedback on the Student Academic Misconduct policy (70)

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The Senate Governance Committee has initiated a review of the Student Academic Misconduct policy (70), currently due for review. Rather than start the process by creating a revised draft of the policy, the committee invites members of the UFV community to submit any comments of concern, issues, and suggestions for modification they may have regarding the current policy, so they may be taken into consideration during the review process.

Attached is the current Student Academic Misconduct policy (70).

Please forward this to anyone else in your area who you feel may wish to provide feedback.

Your comments are very much appreciated.

Please submit your comments to Lisa McMartin ([lisa.mcmartin@ufv.ca](mailto:lisa.mcmartin@ufv.ca)) by Friday, March 3, 2017



NUMBER 70

APPROVAL DATE 04-05-1995

LAST AMENDMENT 01-13-2017

LAST REVIEWED

NEXT REVIEW DATE 12-2016

**STUDENT ACADEMIC MISCONDUCT**

|                                       |                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Approval Authority</b>             | Senate                                                                                                                                                                                                                                                                                                                                                    |
| <b>Responsible Executive</b>          | Provost and Vice President, Academic                                                                                                                                                                                                                                                                                                                      |
| <b>Related Policies / Legislation</b> | Appropriate Use of Computing and Network Resources (14)<br>Copyright Compliance (7)<br>Responsible Conduct of Research and Scholarship (53)<br>Intellectual Property (55)<br>Human Research Ethics (54)<br>Student Non-Academic Conduct (204)<br>UFV Statement on Institutional Ethics (22)<br><i>University Act, s. 35.2 (5)(j) &amp; s. 35.2 (6)(j)</i> |

**PURPOSE**

The University of the Fraser Valley (the University) is committed to maintaining and promoting instructional excellence and learning. Among the cornerstones of this commitment are academic honesty, and a mutual respect for all members of the university community.

The policy describes behaviours that constitute student academic misconduct and the actions that may ensue as a result of such behaviour.

**DEFINITIONS**

In this policy, the following definitions apply:

**Employee:** A person who is employed by or contracted with the university or an agent of the university including but not limited to faculty, staff, sessional instructors, and security personnel.

**University:** University of the Fraser Valley

**Student:** A person who has been enrolled, is currently enrolled in, or is accepted for enrollment in at least one University course within one year of the date of the conduct at issue.

**ACADEMIC MISCONDUCT**

Academic misconduct includes, but is not limited to the following:

**1. Plagiarism**

- 1.1. Plagiarism occurs when a student presents as his or her own the work or data of someone else.
- 1.2. Plagiarism occurs when paragraphs, phrases, sentences or ideas are taken from another source without referring to or citing the author. It can include the presentation of all or part of another person's work as something one has written, paraphrasing another's writing without proper acknowledgement, or representing another's artistic or technical work or creation as one's own.



- 1.3. Any use of the work of others, whether published, unpublished, or posted electronically, attributed or anonymous, must include proper acknowledgement.

**2. Cheating**

- 2.1. Cheating includes, but is not limited to the following:
  - 2.1.1. Communicating or attempting to communicate with another individual or other individuals during an exam without the permission of the instructor or invigilator.
  - 2.1.2. Using or attempting to use answers of another student or students, providing answers to other students, or failing to take measures deemed reasonable to the instructor or invigilator to prevent the use of one's answers by other students in assignments or examinations.
  - 2.1.3. Using text books, materials, or technologies not sanctioned by the instructor during an examination.
  - 2.1.4. Consulting other students, materials, or technologies during an exam outside the confines of an examination room.
  - 2.1.5. Submitting work prepared in collaboration with another individual or individuals, when collaborative work on a project has not been authorized by the instructor; this includes unauthorized collaboration in an online or electronic format.
  - 2.1.6. Misrepresenting one's contributions to group projects.
  - 2.1.7. Submitting work prepared in whole or in part by another person, including work purchased, and representing that work as one's own.
  - 2.1.8. Offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by the purchaser to meet course requirements.
  - 2.1.9. Preparing work in whole or in part, with the expectation that this work will be submitted by another student to meet course requirements.
  - 2.1.10. Submitting any academic work containing a purported statement of fact or reference to a source that has been fabricated.
- 2.2. In the absence of specific approval from the instructor, students should assume that all assignments, exams, presentations, etc., are to be completed independently, without any form of collaboration.

**3. Impersonation**

- 3.1. Impersonation occurs when one individual claims to be another in class; in an online class or environment; in a test, examination, or interview; or in connection with any other type of assignment or placement associated with a course or academic program.
- 3.2. Both the impersonator and the individual impersonated may be subject to discipline.

**4. Improper Access to Examination Materials**

- 4.1. Improper access to examination materials occurs when a student acquires, possesses, and/or distributes examinations, examinations materials, or information from an examination without the instructor's authorization.
- 4.2. Both the distributor and recipient of such materials may be subject to discipline.

**5. Falsification or unauthorized modification of an academic document/record**

- 5.1. Falsifying, fabricating, or in any way modifying an academic document or record used in support of an application, record, petition/appeal, or endeavor constitutes academic misconduct.
- 5.2. An academic document or record includes but is not limited to a course student examination or test, transcript, grade, letter of recommendation or related document, note of instructor's permission for any activity, a degree, or a physician's letter/form.

**6. Resubmission of Work**

- 6.1. Submitting, in whole or part, an essay, presentation, or assignment more than once, whether the earlier submission was at this or another institution, unless prior approval has been obtained from the instructor(s), constitutes academic misconduct.

**7. Improper Research Practices**

- 7.1. Academic research includes the collection, analysis, interpretation, and publication of information or data.
- 7.2. Improper research practice includes but is not limited to the following: dishonest reporting of investigative results, either through fabrication or falsification; taking or using the research results of others without permission or due acknowledgement; misrepresentation or selective reporting of research results or methodologies.
- 7.3. Violation of UFV's policies regarding research ethics will be regarded as improper research practice.

**8. Obstruction of the academic activities of another**

- 8.1. Obstruction of an academic activity occurs when a student interferes with the scholarly activities of another in order to harass or gain or attempt to gain unfair academic advantage.
- 8.2. Obstruction includes but is not limited to the interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.

**9. Aiding and abetting.**

- 9.1. Aiding and abetting occurs when a student encourages, enables, conspires with, or causes others to do or attempt any of the above.

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**POLICY**

Members of the University community are expected to carry out their scholarly work with honesty, to meet the highest ethical standards, to respect the facts and appropriate standards of evidence, and to acknowledge the contributions and scholarship of others. As members of the University community, students are expected to demonstrate appropriate academic conduct. They are responsible for their actions, whether acting alone or in a group.

The University will vigorously investigate allegations of academic misconduct, while taking all reasonable steps to protect the rights and interests of individuals whose work or performance is questioned.

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**REGULATIONS****1. Initiation of Proceedings**

- 1.1. Any member of the UFV community who observes academic misconduct (Complainant) may make a complaint of misconduct (Complaint) to the relevant head of the school, department, or program (Head).
- 1.2. In the event that the Complainant is not the instructor, the instructor concerned will be advised of the Complaint by the Head.
- 1.3. The Head or designate shall be responsible for the pursuance of these procedures. The Head or designate shall have the right not to disclose the identity of the Complainant.

**2. Procedures for investigating academic misconduct**

- 2.1. The Student must be notified, either orally or in writing, early in the investigative process that he or she is suspected of academic misconduct.
- 2.2. In investigating suspected academic misconduct, instructors, department or program heads, and UFV administrators may use any reasonable legal methods, including but not limited to discussion of the case details with the Office of the Registrar, electronic services, online searches, circulation to other instructors in related courses, interviews with the Student, and asking the Student to submit rough notes or other proof of composition.
- 2.3. If, as a result of the investigative process, the Complaint is deemed to be without merit, or is frivolous, trivial or vexatious, it will be dismissed summarily by the Head and the Complainant will be notified, in writing, of the reason(s) for the dismissal. The Student will also be notified of the dismissal.
- 2.4. In the event that the Complaint is not summarily dismissed, the Head or designate will contact the Office of the Registrar to check for previous incidents.
- 2.5. In the event that the Complaint is not summarily dismissed, the Student shall meet with the Head or designate to discuss the Complaint. This Resolution Meeting should take place within two (2) weeks of the notification of the Student.

**3. Resolution Meeting**

- 3.1. During the Resolution Meeting, the nature of the evidence supporting the Complaint will be disclosed to the Student, and the Student shall have the opportunity to respond to the Complaint at that time.
- 3.2. The matter may be resolved with or without penalty by agreement at the Resolution Meeting.
- 3.3. Any penalty agreed upon during the Resolution Meeting will be documented with a letter to the Student and a letter to the Office of the Registrar.
- 3.4. In the event that a resolution is not agreed upon at the Resolution Meeting, the Complaint shall proceed to a Hearing conducted by the Dean responsible for the subject area or designate. The Hearing shall take place within two weeks of the Resolution Meeting, and the Student shall be given seven (7) days' notice of the Hearing. In no event shall the hearing be conducted by the Complainant or the Head or designate.

**4. Hearing**

- 4.1. The Hearing will be conducted in accordance with the principles of natural justice.
- 4.2. The Complainant and the Head shall each have the opportunity to present any evidence or submissions he or she deems appropriate.

- 4.3. The Student shall have the opportunity to present any evidence or submissions he or she deems appropriate.
- 4.4. The Dean or designate will review the evidence submitted in support of the Complaint and the response to the Complaint submitted by the Student.
- 4.5. Based on evidence submitted at the hearing, the Dean or designate shall make a determination of the validity of the Complaint of academic misconduct and shall, where applicable, determine the penalty to be imposed.
- 4.6. In the event that there is a determination of academic misconduct, then a copy of the penalty will be sent to the Office of the Registrar.
- 4.7. Allegations of academic misconduct can be investigated after the Student has completed the course, program, or degree if information becomes available, and penalties can be applied retroactively should the allegations be proved.
- 4.8. Previous instances of academic misconduct or non-academic conduct are not to be taken into account in determination of the subject Complaint.

**5. Penalties for Academic Misconduct**

- 5.1. Penalties for academic misconduct may include but are not limited to the following:
  - 5.1.1. A written reprimand.
  - 5.1.2. A requirement to complete the Academic Integrity Workshop offered by the Academic Success Centre.
  - 5.1.3. Score of zero for the applicable assignment, exam, online posting, artwork, presentation, paper, project, or submission.
  - 5.1.4. A grade reduction or no credit for the applicable course.
  - 5.1.5. A recommendation to the President to expel the Student from the University
  - 5.1.6. Revocation of an award.
  - 5.1.7. Revocation of a degree, diploma, certificate, or other academic credential.
  - 5.1.8. Denial of admission or readmission to the University, and forfeiture of University awards or financial assistance.
- 5.2. All penalties for academic misconduct will be recorded with the Office of the Registrar.
- 5.3. No fees will be refunded to a student who is required to withdraw or lose credit for any class taken, or who is suspended or dismissed from any class or program as a result of a penalty for academic misconduct.
- 5.4. No student will be permitted to withdraw from a course to avoid incurring the penalty for academic misconduct.
- 5.5. A student under suspension from the University cannot receive transfer credit for courses taken in that time period at other institutions.
- 5.6. In determining the severity of the penalty for academic misconduct, the Dean or designate shall take into consideration any other instances of academic or non-academic misconduct.

**6. Notice of Decision**

- 6.1. The determination of the Complaint and the penalty should be communicated to the Student in writing within seven (7) days of the Hearing.
- 6.2. A copy of the decision shall also be filed with Office of the Registrar.

**7. Appeals**

- 7.1. Students may appeal determinations as to the validity of a complaint and/or the determination of penalty.
- 7.2. A student has the right to request an appeal of the validity of the Complaint and/or the penalty within 14 UFV working days of receiving the decision of the Dean or designate.
- 7.3. The Appeal Hearing and decision shall take place within sixty (60) days of the filing of the Request for the Appeal. The Appeal Hearing will be conducted in accordance with the principles of natural justice.
- 7.4. The Appeal Hearing shall be conducted by an appeal tribunal (Tribunal) designated by the Senate Standing Committee for Student Appeals (Committee) and shall be conducted under those procedures as shall be set from time to time by the Committee.
- 7.5. Where reasonable grounds for appeal are not evident, the Tribunal may refuse to hear the appeal.

**8. Student Conduct Registry**

- 8.1. The Student Conduct Registry will be held in the Office of the Registrar.
- 8.2. Information and records relating to an action under the Student Academic Misconduct policy will be handled by UFV in compliance with British Columbia's Freedom of Information and Protection of Privacy Act. The names of registrants will not be released generally, but any instructor or department or program head who is handling a case of academic misconduct can check to see if a previous entry exists for a student.

**9. Reporting Academic Misconduct**

- 9.1. At the end of each term, the Office of the Registrar will summarize the Academic Misconduct offences and resulting penalties reported to the Registry. The summary will be provided to Senate, and once accepted, will be published on the Office of the Registrar website. No identifying personal details will be included.

**10. General**

- 10.1. All timelines are guidelines only. Parties should attempt to comply with such time frames. Failure to do so shall in no way nullify the process unless the delay is unreasonable and prejudicial.
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