



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

January 2011  
 September 2017  
 February 2023

## 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<br><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>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 Stó:lō history, culture, traditions/teachings, language, and current issues are shared from an Indigenous perspective.   |           |  |    |                              |    |                  |  |                        |   |  |  |                            |  |                      |  |              |           |  |  |
| <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 or ECE 100), CYC 101, (CYC 120 or ECE 120), CYC 125, CYC 167, and CYC 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> December 9, 2016   |    |                              |    |                  |  |                        |   |  |  |                            |  |                      |  |              |           |  |  |
| <b>Campus-Wide Consultation (CWC)</b>   |           | <b>Date of posting:</b> February 3, 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:

- 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