

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CYC 425		Number of Credits: 3 <u>Course credit policy (105)</u>													
Course Full Title: Data Analysis in Child and Youth Care Course Short Title: Data Analysis in CYC															
Faculty: Faculty of Education, Community, & Human Dev.		Department (or program if no department): Child, Youth and Family Studies													
Calendar Description: Introduces students to data analysis in the CYC field, including theoretical approaches and practical perspectives. The value of Indigenous and diverse approaches are studied. Qualitative and quantitative analysis techniques are explored.															
Prerequisites (or NONE):		Admission to the Bachelor of Arts in Child and Youth Care or department head's permission.													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: Yes; cannot be repeated for credit <i>(See <u>policy 207</u> for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	25							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	20														
Tutorials/workshops	25														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See <u>bctransferguide.ca</u>.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in <u>transfer credit form</u>.)</i>													
Department approval		Date of meeting: October 19, 2022													
Faculty Council approval		Date of meeting: December 2, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: February 24, 2023													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Perform quantitative and qualitative analysis techniques in CYC practice.
2. Describe how power dynamics of individuals with diverse positionalities shape the process and outcome of research analysis in CYC.
3. Describe descriptive and inferential statistics in CYC practice.
4. Describe how research analysis can be used to challenge systems of institutional oppression in CYC practice.
5. Integrate Indigenous ways to connect knowledge to location, people, history, and culture in CYC practice.
6. Explain how interpretive tools of qualitative and quantitative analysis can be used to review and develop quality CYC programs.
7. Assess how culturally-sensitive and inclusive research approaches (i.e. Universal Design) bring empowerment and healing in community contexts.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Project:	40%	Assignments:	35%	Quizzes/tests:	25%
	%		%		%

Details:

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

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Aron, A., Coups, E.J. Aron, E	Statistics for the Behavioural and Social Sciences.	2011
2. Textbook	Berg, Lune, H	Qualitative Research Methods for the Social Sciences	2011
3. Indigenous knowledge	Sumida Huaman, E., & Martin, N., Editors	Indigenous Knowledge Systems and Research Methodologies	2020
4. Indigenous knowledge	McGregor, D., Restoule, J., Johnston, Editors	Indigenous Research: Theories, Practices and Relationships	2018
5.			

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

N/A

Course Content and Topics

- Qualitative and quantitative analysis in CYC
- Mixed methods analysis in CYC
- Ethical considerations in CYC
- Levels of data
- Ways to maintain ethics and integrity in research analysis
- Hypothesis testing
- Qualitative philosophy
- Data immersion
- Coding data
- Thematic analysis
- Recontextualizing
- Co-creating knowledge using varying perspectives
- Anecdote and story work as methodologies