

## 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> <p>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.</p> <p>Note: Students with credit for CYC 360P 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 or ECE 100), CYC 101, (CYC 120 or ECE 120), CYC 125, CYC 167, and CYC 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> Former course code/number: <b>CYC 360P</b> Cross-listed with: Equivalent course(s): <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> Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 45</b> <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>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	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> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only):</b> 24 <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> March 18, 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> March 18, 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:

- 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