OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	Sept 2003
COURSE REVISED IMPLEMENTATION DATE:	January 2015
COURSE TO BE REVIEWED:	January 2021
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CYC 425	Professional Studies / ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Data Analysis in Child and Youth Care

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course introduces students to data analysis in the child and youth care field, including both theoretical and practical perspectives. The first half of the course is spent considering a variety of quantitative techniques. The remainder of the course explores qualitative analysis and its guiding principles.

PREREQUISITES: Admission to the CYC degree program or permission of department head.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

Lectures:	**25**	Hrs
Seminar:		Hrs
Laboratory:	**14**	Hrs
Field experience:		Hrs
Student directed learning:	**6**	Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **36**
Expected frequency of course offerings: Every Winter Semester
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s):	**Maple Melder Crozier**		
Department Head:	**Maple Melder Crozier**	Date approved:	**November 2013**
Campus-Wide Consultation (CWC)		Date of meeting:	**n/a**
Curriculum Committee chair:	**Maple Melder Crozier**	Date approved:	**December 13, 2013**
Dean/Associate VP:	**Rosetta Khalideen**	Date approved:	**December 13, 2013**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**March 28, 2014**

LEARNING OUTCOMES:

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

- Define descriptive and inferential statistics.
- Practice statistical calculations commonly used in the CYC field.
- Use basic techniques in qualitative analysis.
- Explain why qualitative and quantitative analysis is important to CYC.
- Demonstrate how to do basic qualitative and quantitative analysis, and know when to do which.
- Research design methodologies and analysis, based on the design purpose.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☒ Other (specify): Assignments, exam, experience or combination thereof, based on course objectives.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example of texts for this course might be:]*

Aron, A., Coups, E.J., Aron, E. (2011). Statistics for the Behavioral and Social Sciences 5th Ed. Upper Saddle River, NJ: Prentice Hall.

Berg, B., Lune, H. (2011). Qualitative Research Methods for the Social Sciences, 8th Ed., Toronto, ON: Pearson.

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Descriptive Stats Database	15%
Inferential Stats Research Questions	25%
Qualitative Data Analysis	40%
Midterm	20%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

- Qualitative and quantitative analysis in CYC
- Levels of data
- Frequency distributions
- Central tendency, variability & normal Distribution
- Error sampling & probability
- Hypothesis testing & alpha levels
- Pearson Chi-Square
- T-Tests
- Pearson correlation coefficients
- Qualitative philosophy
- Data immersion
- Coding data
- Thematic analysis
- Recontextualizing