

**APPROVED AGENDA**  
Professional Studies Faculty Council

Friday, November 15, 2013  
10:00 am – 12:00-noon  
Room A261, Abbotsford Campus

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	<p><b>4. Standing Committee Reports</b></p> <p>4.1. Nominations and Elections Committee</p> <ul style="list-style-type: none"> <li>○ Faculty of Professional Studies Sessional Representation</li> <li>○ New Student Representation</li> </ul> <p>4.2. Field Education and Practicum Committee</p>

- 4.3. Retention Committee
- 4.4. Learning Exchange Committee – members/chair
- 4.5. Faculty Newsletter Committee

**5. Other Reports**

- 5.1. Reports from other Faculty Councils
- 5.2. Report from Senate

**6. Information Items**

- 6.1. Call for nomination for the Teaching Excellence Award Selection Committee (TEASC)
- 6.2. The next Faculty Council Meeting is **December 13, 2013** in room **A266**

**7. Guest Speaker** - Mark Evered, President and Vice-Chancellor (11:30-12 noon)

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**APPROVED MINUTES  
Professional Studies Faculty Council**

Friday, October 18, 2013  
10:00 a.m., Room A261, Abbotsford Campus

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**Chair:** Cyrus Chaichian

**Present:**

Barbara Salingré	Doris Ball	Karen Power*	Mary Higgins
Cyrus Chaichian	David Dobson	Christine Slavik	Rod Hayward
D.J. Sandhu	Amir Hajbaba	Keith Lownie	Rosetta Khalideen
Darrell Fox	Don Miskiman	Mike Ivanof	Frank Ulbrich
George Melzer	Gerry Palmer	Kenneth Gariepy	Lucki Kang
Joe Ilsever	Awneet Sivia	Les Stagg	
Kirsten Robertson	Christine Nehring*	Maple Melder-Crozier	
Lisa Moy	Heather Compeau*	Lorne Mackenzie	
Margaret Coombes	John Hogg	Raymond Leung	

**Regrets:**

Andrea Hughes*	Gwen Clarke	Glen Paddock
Christina Neigel	Leah Douglas	Sandy Hill
Cindy Stewart	Sheryl MacMath	Elizabeth Dow
Curtis Magnuson	Jan Lashbrook Green	Seonaigh MacPherson
Mark Breedveld	Gwen Point	Colleen Bell*
Ron Wilen*	Kevin deWolde	Kim Milnes
Ron Zitron	Lou Schroeder	Robert Harding
Cindy Rammage	Mark Lee	
Fiona McQuarrie	Gillian Bubb	

**Recorder:** Laura Chomiak\*

\* Indicates Non-Voting Member

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**1. ITEMS FOR APPROVAL**

**1.1 Guest Speaker – David McGuire, Executive Director, UFV International**

Guest David McGuire, Executive Director, UFV International, gave a brief overview of UFV’s International developments and updates including “internationalization at home” initiatives and UFV International’s 5-year plan.

David spoke about becoming partners with other institutions to enhance UFV’s profile as well as the Strategic Enrollment Management Plan. He discussed the various ways UFV International staff help prepare UFV students for their studies abroad as well as prepare international students for their studies here or abroad.

David left his contact information and welcomed further discussion.

## 1.2 Approval of Agenda October 18, 2013

### MOTION

Gerry Palmer/Les Stagg

THAT the agenda of October 18, 2013 be approved with the following edits:

- Add 3.6 Faculty Council Meeting Start Times
- Change the title of 3.1 to Discussion of Concept Paper to offer Master of Professional Accountancy and Corporate Financial Management Degree.

CARRIED

## 1.3 Approval of Minutes September 27, 2013

### MOTION

Joe Ilsever/Lisa Moy

THAT the minutes of September 27, 2013 be approved with the following change:

- Pg. 1 is replaced with edited version handed out at the meeting

CARRIED

## 2. CONTINUING BUSINESS

### 2.1 Terms of Reference – Revision and Re-Approval

The Terms of Reference Ad-Hoc Committee has met. The committee has reviewed the Terms of Reference and is focusing on the following:

- 2 - “Establishment of Faculty Councils”- The committee will contact Senate to see if the section can be changed;
- 4.1f - The committee is reviewing whether faculty who belong to more than one faculty have voting rights in both faculties to which they belong;
- 9 – The committee will confirm with Senate that changes to Terms of Reference can be made if there are changes to the University Act or upon request by Senate.

### ACTION

THAT the Professional Studies Faculty Council Terms of Reference, Ad-Hoc Committee present an updated Terms of Reference at the next meeting on November 15, 2013.

TERMS OF REFERENCE AD-HOC COMMITTEE

### 2.2 Criteria / Standards for Teaching, Research & Scholarship – PSALT Committee

The committee for Rank and Tenure are working on Terms of Reference. Rosetta asked Professional Studies Faculty Council to provide feedback to the Sub Committee on this draft.

**ACTION**

THAT the Professional Studies Faculty Council provide feedback to the Criteria & Standards for Teaching, Service, and Scholarship Sub Committee on the submitted draft Terms of Reference. Feedback should be sent directly to Lisa Moy.

**FACULTY COUNCIL**

**2.3 Indigenization**

Rosetta, Elizabeth Dow, Gwen Point and Don Miskiman have not been able to meet regarding the proposed Indigenization visit to sacred Sto:lo sites. Rosetta requested that the item be left as a standing item for next month's Faculty Council.

**ACTION: ELIZABETH, GWEN, DON**

**3. NEW BUSINESS**

**3.1 Discussion of Concept Paper to offer Master of Professional Accountancy and Corporate Financial Management Degree– Mike Ivanof and Joe Ilsever**

Mike Ivanof and Joe Ilsever presented the School of Business Master's concept paper and Labour Market Survey for discussion. The concept for the Master's Program was approved a year ago. Joe welcomed any feedback and participation as the paper is developed and moves through the approval process. The timeframe to complete the concept paper is February 2014.

**MOTION**

**Gerry Palmer/David Dobson**

THAT the Professional Studies Faculty Council receive the Concept Paper for offering the Master of Professional Accountancy and Corporate Financial Management Degree.

**CARRIED**

**3.2 Centre of Excellence in Agriculture (CEA) Faculty Involvement**

The intent is for UFV to create a Centre of Excellence in Agriculture. Rosetta asked the School of Business to look at the research information produced by Toma and Bouma Management Consultants. This document which focuses on potential programming areas such as business, food and nutrition, the development of technology, and applied research. Rosetta would like the School of Business to review the document as it related to their area.

**ACTION**

THAT the School of Business, Curriculum Committee review the Centre of Excellence in Agriculture (CEA) Report to look at how it aligns with existing programming and to make further program recommendations.

**SCHOOL OF BUSINESS**

### 3.3 Rank and Tenure – Process Update

The process for faculty who are eligible to apply for the rank of Associate Professor was discussed. This application process, as outlined in the memo from the Provost and Vice President, Academic, will require a statement of teaching philosophy, a CV, and evidence of scholarship and service.

### 3.4 BUS 338 minor course change proposal for Faculty Council

**MOTION**

**Keith Lownie/David Dobson**

THAT the School of Business – Minor course changes to BUS 338, Accounting Information Systems be approved with BUS 343 being added as a Prerequisite or Corequisite instead of just a Corequisite.

**CARRIED**

### 3.5 Class Size – Report from Ad-Hoc Committee

Christine Slavik spoke to the report that was provided by the Ad-Hoc Committee. The committee examined the ways in which class size was construed and they found that there was no standard criteria for decisions on class size. However, the report clearly noted that smaller class sizes were beneficial to students.

Rosetta thanked the Ad-Hoc Committee for their work and asked to share the Class Size Report.

### 3.6 Faculty Council Meeting Start Times

Rosetta proposed starting the Faculty Council meetings at 9:30 AM instead of 10 AM, and allow for a five-minute break. After a lengthy discussion, the decision was made to leave the Faculty Council start time as 10 AM.

## 4. STANDING COMMITTEE REPORTS

### 4.1 Nominations and Elections Committee

Glen Paddock passed on his regrets, but submitted a report regarding vacant positions within the Faculty of Professional Studies as well as vacant positions on other Faculty Councils.

### 4.2 Field Education and Practicum Committee

Lucki Kang gave a brief committee update regarding the challenges of international and out of province practicum and field education placements. These challenges include: different models of collaborative initiatives across sites; varied Worksafe, insurance, and

liability policies across provinces; and responsibility for ensuring student preparation and suitability for international and out of province placements.

Minutes from the committee will be posted on the L-Drive for circulation to Faculty Council.

#### **4.3 Retention Committee**

Barbara Salingré discussed some of the retention issues at UFV. Following further review of the issues, the committee will bring five issues back to Faculty Council for further discussion.

#### **4.4 Learning Exchange Committee**

No report

#### **4.5 Faculty Newsletter Committee**

Christine Slavic reported that the call for submissions has gone out and only one submission has been received thus far.

### **5. COMMITTEE REPORTS**

#### **5.1 Dean's Report – Rosetta Khalideen**

- Celebrating Internationalization event plans are being finalized for November 18th at 11:30 a.m. in the Alumni Hall.
- Our annual Sessional Instructors meeting is scheduled for October 30th at 4:30 p.m. Please encourage your Sessional colleagues to attend.
- We continue to work on our challenging budget development for the 2014-2015 fiscal year.
- Completed sabbatical applications are due in the Dean's Office.
- Nineteen students from the Lucerne University of Applied Sciences and Arts are here to attend a one-week graduate training seminar on "Leadership in a Global Context" organized in partnership with the School of Business, UFV International and LUASA. The seminar runs from October 14 – 18th. (This is the second year this seminar is being offered).
- Teacher Education is working on the development of a BEd.
- Raymond Leung from the School of Business has successfully completed his oral examination for his DBA.

- Three faculty members from Professional Studies have received international grants to explore partnerships for their programs – Christine Slavik, Dr. Robert Harding and Luck Kang.
- The School of Social Work and Human Services is working on developing a partnership to establish a joint BSW program with Xi'an Fanyi University in China.
- Renovations to the BMO building in Chilliwack have been put on hold. The School of Business is still pursuing a survey of businesses in Chilliwack to determine training needs for possible future programming.
- The search for a new Dean of the Faculty is currently being conducted.
- Joe Ilsever and Lisa Moy are assisting in the Dean's Office – Joe with budgeting and Lisa with programming and events.
- Thanks to all for contributions to the Food Bank.

## **5.2 Reports from Other Faculty Councils**

No Reports

## **5.3 Senate Report – Gerry Palmer**

The new Terms of Reference for the Senate Standing Committee on Indigenization are being developed.

# **6. INFORMATION ITEMS**

## **6.1 Next Faculty Council Meeting**

The next Faculty Council Meeting is November 15, 2013 in Room A261.



**Professional Studies Faculty Council  
Faculty Standards Committee  
DRAFT Terms of Reference  
(November 8, 2013)**

**Mandate**

In consultation with departments and schools, and the Senate Committee on Faculty Standards, the Faculty of Professional Studies Standards Committee is responsible for coordinating the development of standards, evaluation criteria, and sample types of evidence for teaching, scholarship, and service to be used in determining rank, tenure, and promotion within the Faculty of Professional Studies.

Following review and approval by departments, schools, and the Faculty of Professional Studies, recommended standards, evaluation criteria, and sample types of evidence for rank, tenure and promotion in the Faculty of Professional Studies will be submitted to Senate for approval.

**Membership**

The Committee consists of

- all Directors and Department Heads within Professional Studies or their designates and
- the Dean of Professional Studies or designate.

**Chair**

The Chair will rotate among members and will be designated for each meeting.

**Objectives**

- To develop and recommend Faculty of Professional Studies-wide principles, standards, criteria, and sample types of evidence to be used in determining rank, tenure, and promotion
- To review individual department- and school-level standards and criteria for teaching, scholarship, and service and to use these to inform the development of the Faculty of Professional Studies' principles, standards, and criteria for rank, tenure, and promotion
- To contribute to the concurrent development of university-wide principles on faculty standards for rank, tenure, and promotion by the Senate Committee on Faculty Standards

- To work with departments and schools, the Faculty, and the University, as appropriate, in the ongoing review and development of principles, standards, and criteria for the determination of rank, tenure, and promotion within the Faculty of Professional Studies

### **Review of the Terms of Reference**

These Terms of Reference shall be reviewed annually from the date of approval, in response to changes to the Collective Agreement, and/or in response to changes in the roles and responsibilities of the Senate Committee on Faculty Standards.

DRAFT

## Memo

To: Undergraduate Education Committee Assistant, Rosetta Khalideen, Program Development Coordinator

From: Kim Milnes, Faculty, School of Business

Date: Sept 16, 2013

Subject: Proposal for Change to Bachelor of Business Administration Degree to Allow One Upper Level Economics Course to be taken in place of One Upper Level Business Elective

If the course is a revision of an existing course, fill out A and c. If it is a new course, fill out B and C.

A. Program revision: Bachelor of Business Administration

- Rationale for change: Until 2010, ECON 410 was a required course in the BBA but once the BBA was updated this course was not only eliminated from the degree but no longer even was considered an acceptable elective. This led to considering why an upper level Economics course could not be considered as equivalent to an upper level Business course. The following outlines reasons why this should be considered:
  - a. ECON 410 is already allowed as an upper level elective in Finance option of the BBA.
  - b. By allowing students to take one upper level Economics course in place of one upper level Business elective, it allows more students to obtain an Economics minor while obtaining their BBA degree.
  - c. Economics courses are already an integral part of the BBA including ECON 100, 101 and 307
  - d. This may reduce wait list on Business courses but giving students another avenue.
  - e. In discussions at previous department meeting, cross listing of Economics courses was approved in principle but never advanced due to the lengthy amount of paperwork required. This is a simpler but equivalent path to the same end.
- Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).
  - a. This change will only affect those students in the general BBA or those pursuing a concentration or students pursuing Marketing and Human Resources Management options. Students in Finance option are already allowed an Economics course (ECON 410), and those pursuing the Accounting Options have prescribed upper level electives and therefore could not substitute an Economics courses
  - b. Possible courses would be:
    - i. ECON 341      3 credits  
International Trade  
Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101  
Topics discussed in this course include gains from trade in a Ricardian world, trade theory with increasing return to scale, empirical tests and extensions of

theoretical trade models, economic growth and international trade, the nature and effects of protection, multinational enterprises, customs union theory, globalization of the production process, trade and the environment, and international trade agreements and trade disputes.

- ii. ECON 352      3 credits  
Technological Progress and Economic Growth  
Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101  
This course equips students with a theoretical foundation for studying economic growth and technological progress. Topics covered include sources of economic growth, the impact of technological advances on growth and economic systems, the social-economic factors that influence innovation and diffusion of technology, and public policy issues on technological progress and economic growth.
- iii. ECON 360      3 credits  
Labour Economics  
Prerequisite(s): ECON 100, ECON 101, and one of MATH 106 or MATH 104  
This course focuses on labour economics and its application to the Canadian economy. The course analyzes labour issues using institutional facts along with analytic and empirical methods. The emphasis is on the interaction between economic theory and empirical evidence. Simple theoretical models of labour demand and labour supply are developed; students conduct economic analysis, and organize and present data.
- iv. ECON 361      3 credits  
Environmental Economics  
Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101  
This course explores the proper role of government regulation regarding the environment. Students will study the economic framework used to estimate the costs and benefits of environmental policies. This framework will be used to evaluate a series of policy questions, including: What is the relationship between economic growth and environment quality? How much pollution should there be? What are the costs of climate change? Are we running out of resources?
- v. ECON 365      3 credits  
Transportation Economics  
Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101  
This course focuses on economic issues related to both passenger and freight transportation. These issues include the demand and supply of transportation, market structure of transportation, transport cost and price analysis, transportation regulation, the evaluation of public and private modes of transportation, and the economic analysis of proposed transportation systems.
- vi. ECON 388      3 credits  
Law and Economics  
Prerequisite(s): 45 university-level credits, including one of ECON 100, ECON 101, or CRIM 220.  
In this course, economic methodology serves two roles in analyzing the legal system. First, fundamental economic principles provide a scientific theory to predict the effects of legal sanctions on behaviour. Second, economic theory provides a useful normative standard for evaluating law and policy. Topics

covered include property rights, contract formation and breach, tort law, law as an instrument for achieving desired social goals, an economic critique of the legal system, and crime and punishment.

vii. ECON 397 3 credits

Regulatory Economics

Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101

This course provides a framework for students to understand regulatory issues in the rapidly changing area of government-business relations in the 21st century. Students will learn the principles of and rationale for government regulations of business and examine how these principles are practiced in a number of industries to resolve various policy issues. They will also gain knowledge of the nature of business organization, market structure, and regulatory regime, with a particular focus on the Canadian economy.

viii. ECON 398 3 credits

Development Economics

Prerequisite(s): 45 university-level credits, including one of ECON 100 or ECON 101

This course will introduce students to the field of development economics, which applies theories and analytical tools of economics to the policy issues of underdeveloped economies such as poverty alleviation in poor countries and regions. The issues of development are wide-ranging and often require interdisciplinary perspectives. It is therefore crucial to exercise economic analysis of these issues in their institutional, historical, and geographical contexts. Country cases and cross-country comparative studies are used to illustrate the approach of development economics.

ix. ECON 410 3 credits

Macroeconomics and Financial Markets

Prerequisite(s): 45 university-level credits, including ECON 100 and ECON 101, and one of MATH 111 or MATH 141.

This course examines the economy as a whole, with a focus on financial markets. Topics include financial markets and institutions, the management of financial institutions, inflation and unemployment, interest rates in money and capital markets, savings and investment, business cycles, international finance, and economic growth.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
  - a. No effect since Economics courses offer similar outcomes to Business courses
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - a. Economics courses are required as part of Economics minor. By allowing Business students to replace one Business elective, this allows more students to obtain the Economics Minor
3. What consideration has been given to indigenizing the curriculum?
  - a. No change to existing curriculum.

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value – No effect
  - b. Class size limit – No effect
  - c. Frequency of offering – No effect
  - d. Resources required (labs, equipment) – No effect
5. If this course is not eligible for PLAR, explain why. – Not applicable
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Not applicable
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. – No effect

### Comments from CWC

Hi,

One very minor comment: I think 'effective' should be 'effect'. As well, I am not sure 'support' should be at the end of the sentence.

B.1.a

Suggested: No effect since Economics courses offer similar support and outcomes to Business courses.

*Current: No effective since Economics courses offer similar outcomes to Business courses and support.*

Thanks,

Vlada

Vladimir Dvoracek, PhD, CFA  
AVP, Institutional Research and Planning  
University of the Fraser Valley

I have updated the document to reflect Vlad points. See attached

Kim Milnes

Hi everyone,

I have read this proposal and I have no concerns. Allowing students another option to complete a program requirement is always a good thing 😊

Thanks,  
Rhonda Colwell

I see no implications for the library on this ... all are current courses. Colleen

--

Colleen Bell, MLIS  
Information Literacy & Web Services Librarian  
Faculty Steward, Faculty & Staff Association  
University of the Fraser Valley  
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<http://www.transplantedgoose.net/>

Hi all,

I think this is a good plan. I have one question: the way the calendar copy reads, it appears as though the ECON course may be substituted for an upper-level BUS course only in the last semester. Is that correct, or is there a way to separate the note more from that final semester?

Thanks,

Samantha Pattridge

In response to Samantha's comment, I have updated the calendar copy (see attached). Hopefully this clarifies her concern.

Kim Milnes BSc, MBA  
Faculty, School of Business  
[www.ufv.ca](http://www.ufv.ca)



## **Bachelor of Business Administration**

UFV offers a program leading to a Bachelor of Business Administration degree. The 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 course 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, 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.

Students have the option of concentrating in a functional area of business by taking a selection of specialized upper-level business courses. Students also complete advanced courses designed to integrate and provide context for the knowledge gained in earlier business courses. These courses develop comprehensive analytical skills, which prepare graduates to cope with the complex, multi-dimensional problems faced by the modern business manager. For details on options and concentrations, see [this section](#).

### Entrance requirements

The Bachelor of Business Administration degree is a four-year program. Students may enter the program directly from high school, or they may ladder into the program from the two-year [Business Administration diploma](#).

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

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for [ENGL 105](#).
3. Prerequisites for [MATH 141](#) (including a C+ or better in one of Foundations of Mathematics 12, Pre-calculus 12, or Principles of Mathematics 12).
4. One other [Approved Grade 12 course](#) with a minimum B grade.

Option 2: University students

1. A minimum of 30 credits transferrable to the BBA, with a minimum GPA of 2.67 calculated over all credits attempted that would be applicable to the BBA.

2. Prerequisites for ENGL 105.

3. Prerequisites for MATH 141.

### Option 3: Departmental discretionary admission

The Business Administration department 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 department will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

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

Students applying under this category must contact the program chair prior to submitting a formal application in order to obtain a written statement of permission to apply. Permission given for this purpose does not imply acceptance; it only facilitates the application process.

### When to apply

Applications are accepted for entrance to the fall semester only. For application deadlines, see Specific intake application process.

### How to apply

1. Submit the application fee, along with your UFV application for admission form, to the Office of the Registrar (OReg). You can apply online or download an application form at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply). Application forms are also available from any OReg or Student Services office.

Additional documents required for a complete application:

- For university entrance, official transcripts (or interim 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, interim grades are required by March 30, with final grades due by August 3.

The following must be included:

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

Note: Students making an early application must provide evidence of courses in progress as soon as available.

2. In April or May, an orientation will be offered for all Business Administration programs. Attendance at the orientation is mandatory.
3. Upon admission, you 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.
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.

#### 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.

#### Transferring courses to other institutions and associations

Students intending to pursue commerce or business administration studies at UBC, SFU, UVic, or UNBC are advised to study those institutions' calendars carefully before enrolling in any UFV courses which have a BUS designation. Students should consult an educational advisor in Student Services or 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.

Many business administration courses are transferable to B.C. colleges and institutes. To obtain maximum transfer credit, students should ensure that electives chosen are transferable and appropriate for the desired program.

Most accounting and finance-related business administration courses offered at UFV have transferability with the professional accounting associations — the Institute of Chartered

Accountants (CA), the Society of Management Accountants (CMA) and the Certified General Accountants Association (CGA). A number of the department's courses are also recognized by the Canadian Credit Union Institute, the Institute of Canadian Bankers, the Purchasing Management Association of Canada, and Sales and Marketing Executives International. (See information on transferability in the [Business course descriptions](#) section.)

#### Distance education

A number of courses applicable to the degree, diploma, and certificate programs are available by distance education through TRU-OL. If your work schedule, or UFV's timetable, prevents you from taking a course when needed, or you find it impossible to obtain a seat in a course because it is full, you may be able to arrange to take an equivalent course through the publicly funded TRU-OL. Students must obtain permission in advance from the School of Business. A request for Letter of Permission is available at [www.ufv.ca/admissions](http://www.ufv.ca/admissions) or can be obtained from the Office of the Registrar. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student.

#### Recognition of previously completed Business Administration courses

Former UFV business administration 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 Administration program should contact the Business Administration department 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 Business Administration department
- 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.
- Grades received (a C grade is the minimum acceptable if the course was taken at another institution)
- Courses taken at other institutions may not be used to meet the program residency requirements.

#### Fees and additional costs

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

Textbooks and supplies cost approximately \$1000–1500 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

Business Administration degree students are required to complete 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 consist 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 program chair or program assistant for eligible courses that meet the general education elective requirements.

## Program regulations

### Standing required for continuance

Students in the Business Administration degree program must maintain a program GPA and semester average of 2.67 (B- average).

### Academic warning

Students whose program GPA or semester GPA falls below 2.67 during their program are subject to academic warning for the next semester (see [this section](#) for details). A student on academic warning may not register in a course overload. Students who do not achieve a semester GPA of at least 2.67 while they are on academic warning will be required to withdraw from the program.

A student on academic warning who achieves a single semester GPA of at least 2.67 will continue on academic warning until the minimum program GPA of 2.67 is achieved.

### 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 readmission

Students who are required to withdraw from the program must submit an appeal for readmission 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.

### Standing on readmission

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.

### Graduation requirements

- a) 2.67 program GPA in years one to four of the BBA.
- b) Successful completion of all core and elective courses of the BBA.

Students must meet the department's specific core and elective course requirements described for this program, as well as the department's academic expectations described under Academic Performance Requirements in order to be awarded the degree.

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 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 Business Administration at UFV after an absence will be allowed seven years to complete years three and four of the degree.

First- and second-year business courses are offered at both the Abbotsford and Chilliwack campuses; most first-year courses are also offered at the Mission campus. Third- and fourth-year business courses are normally only offered at the Abbotsford campus. However, some of the non-business courses are available in Abbotsford, Mission, or Chilliwack. 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 extended minor and minor

Students who choose to combine their BBA with a minor or extended minor in an Arts or Science discipline must complete all the requirements of the BBA and all the discipline requirements of the minor or extended minor. If you are interested in pursuing this option, contact the Business program advisor to discuss your program plan.

### Co-operative Education option

The Co-operative Education option offers students in the Business Administration diploma and degree programs 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 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 149	Essentials of Finance (formerly BUS 162)	3
BUS 203	Organizational Behaviour	3
BUS 221	Professional Selling	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	Economic and Business Statistics (formerly BUS 301)	4
BUS 227	New Business Development	3
BUS 247	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	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 404	Management Science	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

#### **Semester VIII**



<b>Course</b>	<b>Title</b>	<b>Credits</b>
BUS 403	Strategic Management	3
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	General education requirement (see Note 2)	3

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:

- a) One natural science (lab) course.
- b) One humanities course.
- c) One social science course.
- d) One other general education elective other than business. (This includes any university-level course of three credits or more.)

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January-May  
2013 2020  
 (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE**

(four years after UPAC approval)

**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

ECE 101	ECE / CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Introduction to Early Childhood Education		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course introduces students to the history and philosophies of the ECE field. The legal, fiscal, and social contexts of ECE are examined as well as a variety of programs and learning environments for groups of young children.

PREREQUISITES: Acceptance to the ECE certificate program or permission from program-department head.  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**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: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 20 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: annually  
 (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): George Melzer  
 Department Head: Christine Puder Maple Melder Crozier Date approved: May 28, 2008  
 Supporting area consultation (UPACA1) Date of meeting: January 25, 2008  
 Curriculum Committee chair: Gwen Clarke Maple Melder Crozier Date approved: May 28, 2008  
 Dean/Associate VP: Rosetta Khalideen Date approved: December 10, 2008  
 Undergraduate Program Advisory Committee (UPAC) approval Date of meeting: January 30, 2009

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
understand/interpret the historical and philosophical influences that have contributed to shaping the current practice of early childhood education;  
define the term *early childhood education*;  
describe how child development relates to the education of young children;  
effectively use the Community Care and Assisted Living Act: Child Care Licensing Regulation;  
understand/interpret and adhere to the Code of Ethics that applies to persons working with young children.

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

Lectures, group discussions, presentations, audio-visual materials, and assignments

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- Examination(s)                       Portfolio assessment                       Interview(s)
- Other (specify): Completion of "Family Childcare" Program with "C+" or higher grade in each course.
- 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:]

ECE 101 Coursepack, Abbotsford, UFV  
ECEBC Code of Ethics  
Provincial Government, Community Care and Assisted Living Act: Child Care Licensing Regulation

**STUDENT EVALUATION:**

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

Assignments	50%
Project and presentation	15%
Midterm exam	15%
Final exam	<u>20%</u>
	100%

**COURSE CONTENT:**

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

The history of early childhood  
Defining early childhood education  
The major approaches in education young children  
Professional ethics applying to individuals in the ECE field  
Government regulations ensuring the quality of early childhood education in BC  
Contemporary issues in ECE

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(four years after UPAC approval)

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

ECE 102	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Introduction to Early Childhood Guidance		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is an introduction to participants on the history and philosophies of the ECE Field: to the legal, fiscal, and social contexts of ECE, and to the variety of programs and learning environments for groups of young children, and especially to the role of early childhood education in guiding and caring for young children.

PREREQUISITES: Successful completion of ECE 100, 103, or Permission from the 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: 35 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 10 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: n/a  
 Hours per day: n/a

OTHER:

Maximum enrolment: 36  
 Expected frequency of course offerings: Once per year  
 (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): Gwen Clarke George Melzer

Department Head: Christine Puder Maple Melder Crozier

Supporting area consultation (UPACA1)

Curriculum Committee chair: Gwen Clarke Maple Melder

Dean/Associate VP: Rosetta Khalideen

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: May 28, 2008

Date of meeting: February 08, 2008

Date approved: May 28, 2008

Date approved: December 10, 2008

Date of meeting: January 30, 2009

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:

1. ~~understand~~Identify the process of guiding and teaching young children
2. ~~understand~~interpret new trends in the field of early childhood education which promote higher quality in child care services
3. ~~understand~~interpret commonly-observed behaviour of children
4. become aware of the competency-based evaluation of guidance practices in ECE
5. become equipped with resources and information necessary to guide and care for children in early childhood programs
6. ~~understand~~Recognize one's own feelings in relation to the behaviours of children

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

Lecture, demonstration, small group practice, discussion, use of models and charts

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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:]*

Hildebrand, 7<sup>th</sup> Edition - *Guiding Young Children*

Province of BC - Guidance and Discipline with Young Children – available online

**STUDENT EVALUATION:**

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

Quiz #1	25%
Quiz #2	25%
Mid Term exam	25%
Final exam	25%

**COURSE CONTENT:**

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

1. Introduction to Theories of Guidance and Discipline
2. Caring for Children in Group Settings
3. Specific Techniques in Child Guidance
  - Guiding young children indirectly toward self-direction
  - Guiding young children directly
4. General Considerations in Child Guidance
  - Knowing children
  - Appreciating positive behaviour
  - ~~Understanding~~ recognize negative behaviour
  - Being a significant adult in children's lives
  - Communicating with parents of young children
  - Developing human resources
  - Valuing as a basis for actions
  - Responding to children's feelings and behaviours

COURSE IMPLEMENTATION DATE: September 1991  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE**

(four years after UPAC approval)

**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

ECE 103	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Introduction of Observing and Recording Behaviour of Young Children		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course introduces the students to the skill of observing and recording young children. Different types of recording techniques are used in observing the child's social, play, language, motor, and cognitive development.

PREREQUISITES: Acceptance into the ECE certificate program or ~~instructor permission~~ Department head permission

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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 5 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

**OTHER:**  
 Maximum enrolment: 36  
 Expected frequency of course offerings: annually  
 (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): D'Anne Epp George Melzer  
 Department Head: Christine Puder Maple Melder Crozier Date approved: May 28, 2008  
 Supporting area consultation (UPACA1) Date of meeting: February 08, 2008  
 Curriculum Committee chair: Maple Melder Crozier Date approved: May 28, 2008  
 Dean/Associate VP: Rosetta Kalideen Date approved: December 10, 2008  
 Undergraduate Program Advisory Committee (UPAC) approval Date of meeting: January 30, 2009

**COURSE NAME/NUMBER****LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
~~understand~~-Interpret the role and possible bias of the observer;  
~~understand~~- Identify the purposes of observing young children;  
 be proficient in different techniques of observing and recording;  
 share collected data with peers and parents;  
 complete a developmental assessment of the child in all developmental domains;  
 write a learning prescription for the child in all developmental domains.

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

Lectures  
 Videos  
 Group and class presentation

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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:]*

Observing the Development of the Young Child, J.Beatty, Merrill Prentice Hall

**STUDENT EVALUATION:**

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

Observation # 1	15%
Observation #2	15%
Observation #3	15%
Observation Portfolio	30%
Midterm	15%
Participation	10%

**COURSE CONTENT:**

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

The purpose of observing young children  
 Role of the observer  
 Ethics of observing  
 Observer bias  
 Methods of collecting data  
 Learning prescriptions  
 Observing self-esteem and emotional development  
 Observing language development  
 Observing cognitive development  
 Observing social play  
 Observing behaviour  
 Observing large and small motor development  
 Observing art development  
 Observing imagination development  
 Observing pre-writing and pre-reading skill development

COURSE IMPLEMENTATION DATE: September 2001  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (four years after UPAC 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

ECE 160	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Introduction to Disabilities		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is intended to introduce the student to specific disabilities. How these disabilities affect the family, social, educational, and developmental issues will also be covered.

PREREQUISITES: Admission to the Health and Human Services Certificate  
 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: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

OTHER:  
 Maximum enrolment: 36  
 Expected frequency of course offerings: annually  
 (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): <u>D'Anne Epp Lou Schroeder</u>	Date approved: <u>May 28, 2008</u>
Department Head: <u>Christine Puder Maple Melder Crozier</u>	Date of meeting: <u>February 08, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>May 28, 2008</u>
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>December 10, 2008</u>
Dean/Associate VP: <u>Rosetta Kalideen</u>	Date of meeting: <u>January 30, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	



**LEARNING OUTCOMES:**

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

- 1) Explain the causes and characteristics of specific disabilities
- 2) Discuss how society views individuals with disabilities
- 3) Explain the specific professionals who work with individuals with disabilities
- 4) Discuss how culture , family, and education can be affected by disabilities
- 5) Assess how the disabling condition can affect the lifespan of the person

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

Lectures  
Videos  
Guest Speakers  
Presentation

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- Examination(s)                       Portfolio assessment                       Interview(s)
- Other (specify):

PLAR cannot be awarded for this course for the following reason(s): This course is one of the courses in the Health & Human Services Certificate that UCFV offers with the Abbotsford School District.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Children with Exceptionalities, Margret Winzer, Allyn and Bacon, 6<sup>th</sup> edition

**STUDENT EVALUATION:**

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

Midterm	25%
Final	25%
Interview	20%
Paper	20%
Participation	10%

**COURSE CONTENT:**

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

Understanding the term "disability".  
Specific professionals' roles and responsibilities  
Society's view on disability and inclusion  
Lifespan perspective (childhood, adolescence, adulthood)  
Multicultural considerations  
Family considerations  
Definitions, causes, and characteristics of the following disabilities:  
    learning disabilities  
    attention deficit disorder  
    Emotional/behavioral disorders  
    Abuse  
    Fetal alcohol spectrum disorder  
    Autism spectrum disorder  
    Visual disabilities  
    Hearing disabilities  
    Communication disabilities

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(four years after UPAC approval)

**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

ECE 223	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Administration of Childhood Centres	
<b>COURSE DESCRIPTIVE TITLE</b>		

**CALENDAR DESCRIPTION:**

This course is designed for preschool/daycare centre supervisors, and/or potential administrators. The emphasis is on developing sound program management and fiscal management skills, with a focus on interpersonal relationships. Students are introduced to the responsibilities of an administrator in terms of setting up and/or maintaining an ongoing program in different types of early childhood centres.

PREREQUISITES: Admission to the ECE Diploma 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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 5 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**  
 Length of course: 14 weeks  
 Hours per day: \_\_\_\_\_

**OTHER:**  
 Maximum enrolment: 36  
 Expected frequency of course offerings: annually  
 (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): <u>Lou Schroeder</u>	
Department Head: <u>Christine Puder Maple Melder Crozier</u>	Date approved: <u>May 28, 2008</u>
Supporting area consultation (UPACA1)	Date of meeting: <u>February 8, 2008</u>
Curriculum Committee chair: <u>Gwen Clarke Maple Melder Crozier</u>	Date approved: <u>May 28, 2008</u>
Dean/Associate VP: <u>Rosetta Kalideen</u>	Date approved: <u>December 10, 2008</u>
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: <u>January 30, 2009</u>

**ECE 223**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:

- articulate the need for comprehensive policies and procedures;
- demonstrate the writing of appropriate policies and procedures;
- design effective job descriptions and demonstrate the ability to schedule staffing to meet legal requirements;
- demonstrate the ability to market a centre in a cost-effective way;
- articulate how the centre philosophy will determine the administrative operational decisions; and
- design effective and appropriate record-keeping forms which will streamline administrative tasks.

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

Methods include lecture, small group discussions, videos, on-line materials.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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:]*

**Administering for Quality: Canadian Early Childhood Development Programs** by K. Chandler

**SUPPLIES / MATERIALS:**

Computer and paper

**STUDENT EVALUATION:**

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

- |  |      |
|--|------|
| • development of a sample brochure                         | 10%  |
| • development of a parent handbook                         | 25%  |
| • development of prototype job descriptions                | 10%  |
| • creating a scheduling plan that reflects the regulations | 5%   |
| • developing personnel policies and procedures             | 50%  |
| Total  | 100% |

**COURSE CONTENT:**

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

- systems approach to administration
- working with a non-profit board of directors
- building an effective program
- managing a staff effectively
- marketing and fund raising for a nonprofit centre

- community networking
- partnering with parents
- collecting fees
- designing personnel policies and procedures.

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE**

(four years after UPAC approval)

**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

ECE 224	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Working with Families	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course examines public and government policy, social issues, and cultural influences as they relate to and affect children and their families. Both historical and contemporary perspectives will be explored. This examination will include a review of theoretical underpinnings, while emphasizing practical applications.

PREREQUISITES: Admission to ECE diploma or permission of department head  
 COREQUISITES: ECE 223  
 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: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

**OTHER:**  
 Maximum enrolment: \_\_\_\_\_  
 Expected frequency of course offerings: \_\_\_\_\_  
 (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): D'Anne Epp and Lou Schroeder George Melzer  
 Department Head: Christine Puder Maple Melder Crozier Date approved: May 28, 2008  
 Supporting area consultation (UPACA1) Date of meeting: February 8, 2008  
 Curriculum Committee chair: Gwen Clarke Maple Melder Crozier Date approved: May 28, 2008  
 Dean/Associate VP: Rosetta Khalideen Date approved: December 10, 2008  
 Undergraduate Program Advisory Committee (UPAC) approval Date of meeting: January 30, 2009

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
explain knowledge of family systems;  
analyze family members and their roles;  
compare how families have changed and the challenges they face;  
assess and resolve conflicts between parents and staff.

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

Lecture  
Presentations  
Guest speakers

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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:]*

Working with Families, R.Shimoni, J.Baxter, Pearson, Addison, Wesley, 4<sup>th</sup> edition  
Stolen From Our Embraces, S.,Fournier, E.Crey, Douglas & McIntyre, 1998

**STUDENT EVALUATION:**

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

Interviews	20%
Cultural Report	30%
Formal Paper	40%
Class Participation	10%

**COURSE CONTENT:**

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

What is family?  
Family systems  
Family members and their roles  
Family transitions  
Families of children with disabilities  
Families' dreams for typical and atypical children  
A comparison of how the First Nations culture and the AIDS epidemic in Africa has changed the family  
Parent involvement in ECE centres and programs  
Parent – staff collaboration in ECE centres and programs

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(four years after UPAC approval)

**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

ECE 242	ECE/CYC	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Practicum: Special Needs	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This practicum will allow students to work directly with children who require extra support, in a variety of settings that promote skill acquisition and integration of theory into practice. Students must be prepared to be available regular daytime work hours for practicum.

PREREQUISITES: Admission to ECE diploma program, ECE 213, and 260 or Permission of the 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:** 226

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 26 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 200 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: 13 weeks  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 16  
 Expected frequency of course offerings: annually  
 (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): <b>Lou Schroeder</b>	
Department Head: <del>Christine Puder</del> <u>Maple Melder Crozier</u>	Date approved: <u>November 2008</u>
Supporting area consultation (UPACA1)	Date of meeting: <u>November 14, 2008</u>
Curriculum Committee chair: <del>Gwen Clarke</del> <u>Maple Melder Crozier</u>	Date approved: <u>December 2008</u>
Dean/Associate VP: <b>Rosetta Kalideen</b>	Date approved: <u>December 10, 2008</u>
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: <u>January 30, 2009</u>



**LEARNING OUTCOMES:**

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

- Describe an individual child's level of functioning and to program effectively for that child;
- Use one-to-one interaction as an effective teaching method, as well as group activities that enhance inclusion;
- Demonstrate an openness to models of early childhood special education practice which may differ from their usual orientation; possess a willingness to suspend judgment and explore new methods;
- Articulate theoretical concepts related to early childhood special education;
- Relate effectively and sensitively to parents and other professionals in the practicum setting;
- Focus on educational/developmental goals for the child rather than on the diagnosis or pathology;
- Participate, if possible, as an early childhood educator on a multi-disciplinary team addressing the needs of the child and his / her family.

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

Methods include orientation to practicum, observation of centres, seminar, field experience, on-line communication

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): Students must demonstrate their practical ability to graduate from UCFV.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Coursepack

**SUPPLIES / MATERIALS:**

Car to get to practicum site.

**STUDENT EVALUATION:**

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

- |  |         |
|--|---------|
| • Performance at the practicum site<br>[measured by the assessment grid in the handbook]:<br>~ Sponsor teacher evaluation<br>~ Instructor evaluation based on two visits and weekly communication<br>~ Self evaluation | 70%     |
| • Professional portfolio   | 10%     |
| • 3 site visits  | 20%     |
| Total  | 100% ** |

\*\* Grade is either CR or NC

**COURSE CONTENT:**

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

- Practicum experiences will be arranged in a manner which allows for the greatest learning potential for the students;
- Twenty hours of observation in a variety of settings will be an important component of the practicum experience – to be arranged on an individual basis by the student. A portion of this time may be spent observing specific behaviours, individual education plans for children, or an entire program.
- Seminar time – used to discuss relevant and contemporary issues surrounding early childhood special needs education

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(four years after UPAC approval)

**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

ECE 243	ECE/CYC	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Practicum: Infancy		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

Students work directly with infants in a variety of settings. Emphasis is on observing, recording, health and safety issues, and transfer of infant care theory into practice. Students must be prepared to be available regular daytime work hours for practicum.

PREREQUISITES: Admission to ECE diploma program, ECE 213 and 269 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:** 226  
**STRUCTURE OF HOURS:**  
 Lectures: \_\_\_\_\_ Hrs  
 Seminar: 26 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 200 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**  
 Length of course: 13 weeks  
 Hours per day: \_\_\_\_\_

**OTHER:**  
 Maximum enrolment: 16  
 Expected frequency of course offerings: annually  
 (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): <u>Lou Schroeder</u>	Date approved: <u>May 28, 2008</u>
Department Head: <u>Christine Puder Maple Melder Crozier</u>	Date of meeting: <u>February 8, 2008</u>
Supporting area consultation (UPACA1)	Date approved: <u>May 28, 2008</u>
Curriculum Committee chair: <u>Gwen Clarke Maple Melder Crozier</u>	Date approved: <u>December 10, 2008</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>January 30, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:

- Describe the developmental differences between the infant and the toddler and effectively plan experiences for each age group;
- Use one-to-one interaction [especially daily routines] as an effective teaching method;
- Demonstrate an openness to models of Early Childhood infant/toddler practice which may differ from their usual orientation; possess a willingness to suspend judgment and explore new methods;
- Articulate theoretical concepts related to infant/toddler caregiving;
- Relate effectively and sensitively to parents and other professionals in the practicum setting;

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

Methods include introduction to practicum, seminar, centre observations, field experience, on-line communication

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): Students must demonstrate their practical ability to graduate from UCFV.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Coursepack.

**SUPPLIES / MATERIALS:**

Car to get to Practicum site.

**STUDENT EVALUATION:**

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

- Practicum experiences will be arranged in a manner which allows for the greatest learning potential for the students;
- Twenty hours of observation in a variety of settings will be an important component of the practicum experience – to be arranged on an individual basis by the student. A portion of this time may be spent observing specific behaviours, individual education plans for children, or an entire program;
- Seminar time – used to discuss relevant and contemporary issues surrounding early childhood special needs education

**COURSE CONTENT:**

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

Students will apply theory learned in ECE 269 and ECE 282 in their on-the-floor practicum.

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE**

(four years after UPAC approval)  
**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

ECE 260	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Foundations of Working With Exceptional Children		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course is designed to help students understand present practices in early childhood special education. The history of the education and care of exceptional children will be investigated. Definitions of exceptionality will be explored, including giftedness. The intent of this course is to lead students to a personal philosophical statement of principles and rights of the exceptional child.

PREREQUISITES: Admission to ECE diploma 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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 5 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**  
 Length of course: 13 weeks  
 Hours per day: \_\_\_\_\_

**OTHER:**  
 Maximum enrolment: 16  
 Expected frequency of course offerings: Annually  
 (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): **Lou Schroeder**

Department Head: ~~Christine Puder~~ **Maple Melder Crozier**

Date approved: May 28, 2008

Supporting area consultation (UPACA1)

Date of meeting: February 8, 2008

Curriculum Committee chair: ~~Gwen Clarke~~ **Maple Melder Crozier**

Date approved: May 28, 2008

Dean/Associate VP: **Rosetta Khalideen**

Date approved: December 10, 2008

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: January 30, 2009

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:

- demonstrate awareness of his / her own attitudes and feelings towards children with exceptionalities;
- ~~understand~~ Identify the contributions of recent research and historical evolution of services and programs for young children with exceptionalities;
- identify the critical issues confronting professionals working with children with exceptionalities;
- demonstrate an understanding of contemporary program strategies for working with young children who manifest different forms of exceptionality;
- articulate a philosophy for the care of the exceptional child as a foundational principle;
- identify the key ingredients in developing an effective advocacy / partnership role vis-à-vis exceptional children and their families; and
- identify community resources available in their caregiving environment.

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

Methods include lecture, class discussion, video, on-line materials, centre visits

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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:]*

**Inclusion in Early Childhood Programs: Children with Exceptionalities** by Allen, Paasche, Langford and Nolan

**SUPPLIES / MATERIALS:**

A vehicle to do 3 centre visits

**STUDENT EVALUATION:**

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

* Annotated bibliography of current research and theory	30%
* Personal philosophy statement	10%
* A review of the provincial framework	30%
* 3 centre visits	<u>30%</u>
Total	100%

**COURSE CONTENT:**

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

- self examination of attitudes and feelings about individuals with exceptionalities
- historical overview of services and programs for young exceptional children
- identification of critical issues in the field – early intervention, inclusion, multiculturalism, public policy, funding and legislation, etc.
- key principles in designing and delivering programs for young children with special needs
- examination of strategies for working effectively with parents and the families of children with special needs review the need for a professional identity consideration of future trends

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(four years after UPAC approval)

**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

ECE 269	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Foundations of Infant Caregiving	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course provides an examination of historical methods of infant caregiving, the development of philosophies; and methods up to the present time.

PREREQUISITES: Admission to ECE diploma 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: \_\_\_\_\_ Hrs  
 Field experience: 10 Hrs  
 Student directed learning: 10 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

**OTHER:**

Maximum enrolment: 16  
 Expected frequency of course offerings: Annually  
 (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): Lou Schroeder

Department Head: Christine Puder Maple Melder Crozier

Date approved: May 28, 2008

Supporting area consultation (UPACA1)

Date of meeting: February 8, 2008

Curriculum Committee chair: Gwen-Clarke Maple Melder Crozier

Date approved: May 28, 2008

Dean/Associate VP: Rosetta Kalideen

Date approved: December 10, 2008

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: January 30, 2009

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:

- Develop an awareness of his / her own attitudes and feelings towards infants and toddlers;
- Demonstrate familiarity with recent research and the historical evolution of services and programs for the under-three-year-old child;
- Identify the critical issues confronting professionals working with infant or toddlers;
- Demonstrate an understanding-interpretation of current program strategies and a philosophy for the care of infants and toddlers as a foundational principle;
- Articulate an infant / toddler philosophy;
- Identify the key ingredients in developing effective advocacy / partnership role vis-à-vis infants and toddlers and their families; and
- Demonstrate an understanding-interpretation of community resources available in their caregiving environment.

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

Methods include lectures, student discussion, videos, on-line materials, centre visits

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)       Portfolio assessment       Interview(s)

Other (specify):

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:]*

**Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach** by Wittmer and Peterson

**SUPPLIES / MATERIALS:**

A vehicle to do three centre visits

**STUDENT EVALUATION:**

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

* Annotated bibliography of current research and theory	30%
* Personal philosophy statement	10%
* A review of the provincial framework	30%
* 3 centre visits	30%
Total	100%

**COURSE CONTENT:**

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

- An overview of the historical theories which guide infant / toddler care;
- review of current practices;
- a look at contemporary pressures on infant and toddler care;
- a review of infant / toddler development; and
- an introduction to the family-centered care model.



COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(four years after UPAC approval)

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

ECE 281	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Programming for Special Needs	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course utilizes a problem-solving approach to the programming needs of exceptional children in nursery schools, daycare centres, kindergartens, and after-school programs.

PREREQUISITES: Admission to the ECE Diploma program and ECE 213 and ECE 260 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: 20 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

OTHER:

Maximum enrolment: 16  
 Expected frequency of course offerings: annually  
 (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): Lou Schroeder

Department Head: Christine Puder Maple Melder Crozier Date approved: May 28, 2008

Supporting area consultation (UPACA1) Date of meeting: February 8, 2008

Curriculum Committee chair: Gwen Clarke Maple Melder Crozier Date approved: May 28, 2008

Dean/Associate VP: Rosetta Khalideen Date approved: December 10, 2008

Undergraduate Program Advisory Committee (UPAC) approval Date of meeting: January 30, 2009

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:

- Engage in planning developmentally-appropriate learning experiences for children with exceptionalities in all of the major domains;
- Plan appropriate routines and transitions for the special needs child;
- Articulate the developmental differences of special needs children with the typically developing child;
- Incorporate therapy objectives into the experiences planned for children with exceptionalities;
- ~~Understand-Identify~~ and use appropriate teaching approaches, techniques, and strategies with special needs children;
- Plan an individual education plan with goals, objectives, and evaluation;
- Design a responsive and supportive inclusive environment;
- Define policies which ensure the health, safety, and nutrition of children with exceptionalities, in an inclusive setting;
- Define policies that promote and facilitate the transition process for the special needs child moving from the preschool to primary school; and
- Understand how to evaluate an inclusive program.

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

Methods will include lectures, audio-visual materials, active discussion, and on-line materials

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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:]

Resources for Educating Young Children with Diverse Abilities: Birth through Twelve by Deiner, Dyck & Hardacre

**SUPPLIES / MATERIALS:**

Materials for planned experiences within the child's individual education plan

**STUDENT EVALUATION:**

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

Cognitive IEP	10%
Sensory IEP	10%
Language / Literacy IEP	10%
Socialization IEP	10%
Behavioural IEP	10%
Fine/Gross Motor IEP	10%
Plan for a Inclusive 3 – 5 Centre	15%
Policies for Health, Safety, Nutrition and Transition	25%
Total	100%

**COURSE CONTENT:**

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

- Task analysis and chaining in relationship to teaching a new task
- Relation of cognitive assessment to the learning needs of the special needs child
- Practical application of language, play, emotional and social skills in planning IEPs for the exceptional child
- Adaptation of environments for the special needs child
- Adaptation of theories and practical applications to the needs of an exceptional child
- Practice the process of program evaluation
- Incorporating language and early literacy into programming for the special needs child

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2009  
May 2014  
 COURSE TO BE REVIEWED: January 2013  
May 2020  
 (four years after UPAC 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

ECE 282	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
	Programming for Infancy	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course examines the theory and practice of infant care, from birth to age three.

PREREQUISITES: Admission to the ECE Diploma program. And ECE213 and ECE269 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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 5 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

**OTHER:**  
 Maximum enrolment: 16  
 Expected frequency of course offerings: annually  
 (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): Lou Schroeder  
 Department Head: Christine Puder Maple Melder Crozier Date approved: May 28, 2008  
 Supporting area consultation (UPACA1) Date of meeting: February 8, 2008  
 Curriculum Committee chair: Gwen Clarke Maple Melder Crozier Date approved: May 28, 2008  
 Dean/Associate VP: Rosetta Khalideen Date approved: December 10, 2008  
 Undergraduate Program Advisory Committee (UPAC) approval Date of meeting: January 30, 2009



COURSE IMPLEMENTATION DATE: January 2011  
 COURSE REVISED IMPLEMENTATION DATE: January 2011  
May 2014  
 COURSE TO BE REVIEWED: April 2013  
May 2020  
 (four years after UPAC 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 202	School of Child, Youth, and Family Studies	3.0
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Aboriginal Perspectives in Child and Youth Care Practice		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course provides information regarding Aboriginal perspectives that are valuable to CYC practitioners in helping to form best practice in the field. It will use Sto:lo Nation as an example and use such aspects as history, culture, traditions/teachings, language, and current issues to help students gain a professional level of sensitivity in working with clients of Aboriginal descent. There will be strong encouragement for CYC professionals to examine their practice in the field in order to work appropriately with this client group.

**PREREQUISITES:** Departmentally-approved certificate or diploma, or 30 university-transfer credits, or permission of the ~~program~~ department head

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 36  
**STRUCTURE OF HOURS:**  
 Lectures: 20 Hrs  
 Seminar: 10 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 6 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

**OTHER:**  
 Maximum enrolment: 36  
 Expected frequency of course offerings: Every year  
 (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): <u>Les Stagg</u>	Date approved: <u>January 2009</u>
Department Head: <u>Christine Slavik</u> <del>Maple Melder Crozier</del>	Date of meeting: <u>January 30, 2009</u>
Supporting area consultation (UPACA1)	Date approved: <u>March 2009</u>
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>March 30, 2009</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>April 24, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

**LEARNING OUTCOMES:**

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

1. Discuss the history of the Sto:lo Nation, with an understanding of aspects related to pre-contact, contact, and post-contact with European people and the impact of that contact in modern times.
2. Describe various cultural aspects of modern Sto:lo people and how traditional features of Aboriginal culture, values, and practices influence their lives in today's world.
3. Explain the meaning of oral history and the current state of the Halq'emeylem language.
4. Describe styles of learning common among people of Aboriginal descent and how such traditional practices as storytelling have influenced this important factor.
5. Explain issues, risk factors, and resiliency factors that are commonly associated with life within Sto:lo Nation in the Fraser Valley today.
6. Describe current theory available in working with Aboriginal clients.
7. Demonstrate an appreciation for Sto:lo culture, values, beliefs, art, and people.

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

Lectures will be supplemented in each class with visits from various people from Sto:lo Nation including Elders, teachers, artists, child and youth care professionals, and social service administrators. There will be a hands-on approach to gaining an understanding and appreciation of Sto:lo culture, values, and traditions. The course designer has also developed a series of videos for this course in a partnership with a Sto:lo videographer that will stimulate discussions in class and add significant Aboriginal perspectives. Field trips to local longhouses and Sto:lo-designed and -implemented sensitivity training are incorporated into the course.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- Examination(s)                       Portfolio assessment                       Interview(s)

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Carlson, Keith, ed. (1997) You are Asked to Witness: The Sto:lo in Canada's Pacific Coast History. Chilliwack: Sto:lo Heritage Trust, 1997.

**STUDENT EVALUATION:**

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

1. Journal Entry #1	10%
2. Field Trip Summary #1	10%
3. Term Paper	25%
4. Journal Entry #2	10%
5. Field Trip Summary #2	10%
6. Presentation	15%
7. Final Exam	20%

**COURSE CONTENT:**

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

- Course Introduction, arrangements for field trips, syllabus, etc
- Sto:lo Nation history including pre-contact, contact, and post-contact periods of colonization
- Consequences experienced by Sto:lo people as a result of colonization
- Specific issues around the residential schools experience, assimilation attempts, loss of territory, etc
- The importance of salmon to Sto:lo life and culture
- Halq'emeylem language -introduction, current status
- Oral tradition, traditional learning, communication styles, and storytelling
- Elders, biographies, and the importance of ancestry
- First Nations entrepreneurs of today
- First Nations artisans and their art
- Ceremonies and traditions
- Modern social issues prevalent in children, youth and families within Sto:lo Nation
- Current theory in working with Aboriginal clients
- Current services available, Aboriginal-based, non-Aboriginal-based

COURSE IMPLEMENTATION DATE: 1993-94  
 COURSE REVISED IMPLEMENTATION DATE: May 2014  
 COURSE TO BE REVIEWED: May 2020  
*(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 260	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Special Topics in Child and Youth Care	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course provides an opportunity to examine selected current issues in child and youth care. With approval of the department, this course may be taken more than once for credit.

PREREQUISITES: Admission to the CYC degree program or permission of ~~the program~~ 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: 30 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): 15 Hrs

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

OTHER:

Maximum enrolment: 36  
 Expected frequency of course offerings: Whenever required  
*(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): <u>Linda Matwichuk Maple Melder Crozier</u>	Date approved: _____
Department Head: <u>Linda Matwichuk Maple Melder Crozier</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: _____
Curriculum Committee chair: _____	Date approved: _____
Dean/Associate VP: <u>Jackie Snodgrass Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	Date of meeting: _____

**LEARNING OUTCOMES:**

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

Demonstrate specific knowledge and ~~understanding~~ identify about the concepts delivered in the particular special topics course.

Students will be introduced to special topics in the child and youth care field.

For example but not limited to the following:

Child Abuse and Neglect

School Aged Child Care

~~Child Life and community Health~~

Interdisciplinary Issues in CYC

Attachment issues

Any issues in the area of child and youth care

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

Lecture, guest speakers, papers (essays)

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify): Assignment, 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:]*

Depending on the special topics, coursepacks, material provided by the faculty member teaching the course on a specific topics.

**SUPPLIES / MATERIALS:**

None

**STUDENT EVALUATION:**

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

Will vary depending on the subject. Some evaluation methods maybe:

Research paper, discussion groups, personal portfolio.

Required reading from course pack developed for the special topic in CYC.

**COURSE CONTENT:**

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

- Theory and practice related to current development issues;
- Global influences on child development;
- Effect of abuse and neglect on young children;
- Effect on poverty on young children;
- School aged child care;
- Children's rights;
- Cultural influences in CYC;
- Physical and physiological issues which may affect the lives of teens/youths.



COURSE IMPLEMENTATION DATE: Sept 2003  
 COURSE REVISED IMPLEMENTATION DATE: Sept-May 2003 14  
 COURSE TO BE REVIEWED: Sept-May 2007 20  
 (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE

(six years after UEC approval)

**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 267	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Introduction to Working with Individuals in Child and Youth Care		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course focuses on facilitating purposeful change in the lives of children and youth. Self-awareness and the importance and use of therapeutic relationships are explored in the context of helping process model and core communication skills. Change theory, risk assessment, and crisis intervention are introduced as they relate to child and youth care practice.

PREREQUISITES: Departmentally approved ~~related~~ certificate or diploma or 30 university transfer credits or Permission of ~~Program~~ Department Head.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: CYC 252A
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45  
**STRUCTURE OF HOURS:**  
 Lectures: 26 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 13 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: annually  
 (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): <u>Christine Puder Slavik</u>	Date approved: _____
Department Head: <u>D'Anne Epp Maple Melder Crozier</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: _____
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>November 27, 2002</u>
Dean/Associate VP: <u>Jacalyn Snodgrass Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	

**LEARNING OUTCOMES:**

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

- 1) Identify personal beliefs, values and ethics related to child and youth care practice
- 2) Demonstrate a working knowledge of the nature of helping relationships
- 3) Demonstrate the ability to foster the development of a therapeutic relationship
- 4) Demonstrate the flexible use of a range of core communication and helping skills
- 5) Apply a problem-solving approach for intervention and crisis management

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

Lectures, class discussion, video demonstration. Lab time (role playing & helping practice), community interaction, practice time.

**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:]*

- Ivey, A.E. & Ivey, M.B. (2003) *Intentional Interviewing and Counseling* (5th Ed) Brooks/Cole Publishing Co., Pacific Grove, CA.
- Krueger, M. (1995) *Nexus: A Book About Youth Work*, University Outreach Press, Milwaukee, WI.

**SUPPLIES / MATERIALS:**

None

**STUDENT EVALUATION:**

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

Journals	10%
Self- awareness in Professional- Client Relationships paper	30%
Videotape & Skills Analysis	30%
Final Exam	30%

**COURSE CONTENT:**

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

- Fundamentals of change
- Ways of Knowing
- Self-awareness in CYC
- Theoretical basis for understanding self in relationship
- Self-awareness model
- 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

COURSE IMPLEMENTATION DATE: Sept 2003  
 COURSE REVISED IMPLEMENTATION DATE: Sept-May 2007 14  
 COURSE TO BE REVIEWED: Sept-May 2007 20  
 (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

CYCLE	FACULTY/DEPARTMENT	UFV CREDITS
CY268	ECE/CYC	3
Introduction to Working with Groups and Families in Child and Youth Care		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course focuses on using core communication skills and helping strategies to work in groups and connect with families. Group and family dynamics will be explored in the context of child and youth care practice. The prevention of abuse and neglect and cycles of family and community violence will be examined. Contemporary models of community service to children, youth, and families will be explored.

PREREQUISITES: CYC 267 with a C+ or higher; departmentally approved ~~related~~ certificate or diploma, or 30 credits university transfer credits, or permission of the Department Head.

COREQUISITES:  
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: CYC 252B
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45  
 STRUCTURE OF HOURS:  
 Lectures: 26 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 13 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: annually  
 (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): <u>Christine Puder Slavik</u>	Date approved: _____
Department Head: <u>D'Anne Epp Maple Melder Crozier</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: _____
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>March 31, 2006</u>
Dean/Associate VP: <u>Jacalyn Snodgrass Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	

**LEARNING OUTCOMES:**

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

- 1) Demonstrate an introductory knowledge of group and family dynamics
- 2) Demonstrate how core communication skills and change theory can be applied in helping relationships within groups and with families
- 3) Demonstrate the knowledge required for developing safe, supportive helping environments
- 4) Demonstrate knowledge of the impact of child abuse and neglect and cycles of family and community violence
- 5) Access information about community services available to children, youth and families

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

Lectures, class discussion, video demonstration. Lab time (role playing & helping practice), community interaction, practice time.

**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:]*

Dunst, C., Trivette, C. Deal, A. (1994) Supporting and Strengthening Families Vol.1: Methods, Strategies and Practices. Brookline Books, Cambridge, MA

**SUPPLIES / MATERIALS:**

None.

**STUDENT EVALUATION:**

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

Journals	10%
Videotape and Skills Analysis – Group or Family Intervention	30%
The role of CYC in Family Support	20%
Community Services Organization paper	20%
Final exam	20%

**COURSE CONTENT:**

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

- Understanding families & parenting styles
- Introduction to group dynamics
- Understanding personal values as they relate to family and group practice
- Diversity and inclusive practice in CYC
- Using core communication skills with families & groups
- Creating a therapeutic milieu
- Designing activities
- Understanding families in crisis
- Child and Abuse and Neglect/Cycles of Violence

- Understanding Community Service delivery.

COURSE IMPLEMENTATION DATE: 1993-94  
 COURSE REVISED IMPLEMENTATION DATE: 2004/05 May 2014  
 COURSE TO BE REVIEWED: Sept 2004 May 2020  
*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE

*(six years after UEC approval)*

**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

CYCLE	ECE/CYC	UFV CREDITS
CYCLE 360	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Special Topics in Child and Youth Care	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course provides an opportunity to examine selected current issues in child and youth care. With approval of the program head, this course may be taken more than once for credit.

PREREQUISITES: Admission to the CYC degree program or permission of the program 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: 30 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): 15 Hrs

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

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Whenever required  
*(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): Linda Matwichuk Maple Melder Crozier  
 Department Head: Christine Puder Maple Melder Crozier Date approved: \_\_\_\_\_  
 Campus-Wide Consultation (CWC) Date of meeting: \_\_\_\_\_  
 Curriculum Committee chair: Maple Melder Crozier Date approved: \_\_\_\_\_  
 Dean/Associate VP: Jackie Snodgrass Rosetta Khalideen Date approved: \_\_\_\_\_  
 Undergraduate Education Committee (UEC) approval Date of meeting: \_\_\_\_\_

**LEARNING OUTCOMES:**

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

Demonstrate specific knowledge and ~~understanding~~ identify about the concepts delivered in the particular special topics course.

Students will be introduced to special topics in the child and youth care field.

For example but not limited to the following:

~~Child Abuse and Neglect~~

~~School Aged Child Care~~ Expressive Therapies

Child Life and community Health

Interdisciplinary Issues in CYC

~~Attachment issues~~

Any issues in the area of child and youth care

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

Lecture, guest speakers, papers (essays)

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify): Assignment, 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:]*

Depending on the special topics, coursepacks, material provided by the faculty member teaching the course on a specific topics.

**SUPPLIES / MATERIALS:**

None

**STUDENT EVALUATION:**

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

Will vary depending on the subject. Some evaluation methods maybe:

Research paper, discussion groups, personal portfolio.

Required reading from course pack developed for the special topic in CYC.

**COURSE CONTENT:**

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

- Theory and practice related to current development issues;
- Global influences on child development;
- ~~Effect of abuse and neglect on young children~~ Benefits of play;
- ~~Effect on poverty on young children~~ Consideration of various therapeutic models;
- ~~School aged child care~~;
- ~~Children's rights~~; Outdoor Recreation
- Cultural influences in CYC;
- Physical and physiological issues which may affect the lives of teens/youths.

COURSE IMPLEMENTATION DATE: 1993-94  
 COURSE REVISED IMPLEMENTATION DATE: May 2014  
 COURSE TO BE REVIEWED: May 2020  
*(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 390	ECE/CYC	6 3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Directed Studies in Child and Youth Care		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course requires research projects, directed readings, or additional course work in a specific area in child and youth care. May be taken more than once for credit, provided the course content is different from that previously taken.

PREREQUISITES: Admission to the CYC degree program or permission of the ~~program~~ 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:	_____ Hrs
Seminar:	_____ Hrs
Laboratory:	_____ Hrs
Field experience:	_____ Hrs
Student directed learning:	<u>35</u> Hrs
Other (specify):	<u>10</u> Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

OTHER:

Maximum enrolment: 36  
 Expected frequency of course offerings: Whenever required  
*(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): <u>Linda Matwichuk Maple Melder Crozier</u>	Date approved: _____
Department Head: <u>Linda Matwichuk Maple Melder Crozier</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: _____
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: _____
Dean/Associate VP: <u>Jackie Snodgrass Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	Date of meeting: _____



**LEARNING OUTCOMES:**

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

Demonstrate specific knowledge and ~~understanding~~ ~~identify~~ about the concepts delivered in the particular directed studies course.

Students will be able to complete research projects, readings or additional course work in the area of child and youth care

For example but not limited to the following:

~~Child Abuse and Neglect~~

~~School Aged Child Care~~

~~Child Life and community Health~~ International Differences for Children and Youth

Interdisciplinary Issues in CYC

~~Attachment issues~~ Contemporary concerns

Any issues in the area of child and youth care

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

Lecture, guest speakers, papers (essays)

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify): Assignment, 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:]*

Depending on the special topics, course packs, material provided by the faculty member teaching the course on a specific topics.

**SUPPLIES / MATERIALS:**

None

**STUDENT EVALUATION:**

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

Will vary depending on the subject. Some evaluation methods maybe:

Research paper, personal portfolio.

Required reading from course pack developed for the special topic in CYC.

**COURSE CONTENT:**

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

- Theory and practice related to any issues in cyc;
- Global influences on child/youth development;
- ~~Effect of abuse and neglect on young children and youth;~~
- ~~Effect on poverty on young children/youth;~~
- ~~School aged child care;~~
- Children's rights;
- Cultural influences in CYC;
- ~~Physical and physiological issues which may affect the lives of teens/youths.~~

COURSE IMPLEMENTATION DATE: Sept 2003  
 COURSE REVISED IMPLEMENTATION DATE: Sept 2003 May 2014  
 COURSE TO BE REVIEWED: Sept 2007 May 2020  
*(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 423	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Research Methods in CYC		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course introduces students to ways in which research in the child and youth care field is conducted. Within an applied research context, students will investigate the knowledge and skills necessary to locate, understand and utilize research relating to the field of CYC. Students will examine and apply basic issues, designs and methodologies within qualitative and quantitative research models.

PREREQUISITES: Admission to the CYC degree program or permission of instructor/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: 39 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ 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 Fall 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): <u>Maple Melder Crozier</u>	Date approved: _____
Department Head: <u>D'Anne Epp, Maple Melder Crozier</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: _____
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>November 27, 2002</u>
Dean/Associate VP: <u>Jacalyn Snodgrass Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:

1. Recognize the purposes, procedures, and ethical considerations involved in clinical and research practice
2. Examine the strengths and limitations of qualitative and quantitative research models
3. Demonstrate understanding of what constitutes knowledge and its evaluation
4. Assess the applicability of various research models to particular types of research questions
5. Understand-Identify the elements of the research process, via design of a research proposal
6. Access, use and critically evaluate published research literature
7. Generate, shape, and refine research problems
8. Evaluate practices in terms of measurement, validity, and reliability
9. Explain the rationale behind sampling

**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): Assignment, 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:]*

Jackson, Winston (1999). *Methods: Doing Social Research*, 2nd Ed. Prentice-Hall Canada, Inc.  
Additional articles and readings to supplement the text may be provided in the library on 2-hour reserve or in class.

**SUPPLIES / MATERIALS:**

None.

**STUDENT EVALUATION:**

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

Sampling Assignment	15 %
Methods Presentation	15 %
Research Proposal	25 %
Midterm	25 %
Final	20 %

**COURSE CONTENT:**

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

1. Approaches to Methods
2. Comparison of Qualitative and Quantitative
3. Variables, Research Designs, & Ethics
4. Sampling, Data Collection, & Data Analysis
5. Reliability & Validity
6. Research Questions
7. Literature Reviews
8. Statistics
9. Research Plans
10. Program Evaluation

COURSE IMPLEMENTATION DATE: Sept 2003  
 COURSE REVISED IMPLEMENTATION DATE: Sept 2003 May 2014  
 COURSE TO BE REVIEWED: Sept 2007 May 2020  
 (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

CY 425	ECE/CY 425	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 instructor 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): <u>Maple Melder Crozier</u>	Date approved: _____
Department Head: <u>D'Anne Epp Maple Melder Crozier</u>	Date of meeting: _____
Campus-Wide Consultation (CWC)	Date approved: _____
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>November 27, 2002</u>
Dean/Associate VP: <u>Jacalyn Snodgrass Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Education Committee (UEC) approval	

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will understand:

- Underlying principles of descriptive and inferential statistics
- How to do statistics commonly used in the CYC field
- Basic techniques in qualitative analysis
- Why qualitative and quantitative analysis is important to CYC
- And demonstrate how to do basic qualitative and quantitative analysis, and know when to do which
- Research design methodologies and the natural data 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:]*

1. Jackson, Winston (1999). *Methods: Doing Social Research*, 2nd Ed. Prentice-Hall Canada, Inc.
  2. Berg, Bruce (2001). *Qualitative Research Methods for the Social Sciences*, 4th Ed. Allyn & Bacon.
- Additional articles and readings to supplement the texts may be provided in the library on 2-hour reserve or in class.

**SUPPLIES / MATERIALS:**

None.

**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:]*

1. Qualitative and Quantitative Analysis in CYC
2. Levels of Data
3. Frequency Distributions
4. Central Tendency, Variability & Normal Distribution
5. Error, Chance & Probability
6. Hypothesis Testing & Alpha Levels
7. Pearson Chi-Square
8. T-Tests
9. Pearson Correlation Coefficients
10. Qualitative Philosophy
11. Data Immersion
12. Coding Data
13. Thematic Analysis
14. Recontextualizing



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: 1995  
 COURSE REVISED IMPLEMENTATION DATE: May 2014  
 COURSE TO BE REVIEWED: May 2020  
*(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 496	ECE/CYC	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Special Topics: Disability Issues		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course involves students in an examination of perspectives on disability, as well as critical analysis of current theories, policies, and practice. The course begins with an examination of common assumptions about disability and provides opportunities to challenge and critique interpretations of the nature and meaning of disability. Several frameworks are proposed for approaching disability issues, with emphasis given to a social justice framework which emphasizes the citizenship and human rights of people with disabilities. The history of attitudes about, and treatment of people with disabilities is examined. Significant events and the contributions of pioneers of the disability rights movement are also highlighted. The roles and perspectives of people with disabilities, family members, and professionals in service systems are examined in the context of a range of topics.

Note: Credit cannot be obtained for both CYC 496 and SOWK 496.

**PREREQUISITES:** Admission into the CYC or BSW programs , or permission of department head.  
*(Students with a minimum of 45 credits in other degree programs may be able to obtain instructor's permission at the first class. However, they should check with the program head to see if they can apply this course to their program).*

**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:	<u>35</u>	Hrs
Seminar:	_____	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	<u>10</u>	Hrs
Other (specify):	_____	Hrs

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

**OTHER:**  
 Maximum enrolment: 36  
 Expected frequency of course offerings: annually  
*(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): <u>D'Anne Epp, Mark Littlefield</u>	
Department Head: <u>Christine Slavik, Maple Melder Crozier</u>	Date approved: _____
Campus-Wide Consultation (CWC)	Date of meeting: _____
Curriculum Committee chair: <u>Christine Slavik, Maple Melder Crozier</u>	Date approved: _____
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date approved: _____
Undergraduate Education Committee (UEC) approval	Date of meeting: _____

**LEARNING OUTCOMES:**

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

1. Explore and articulate your personal beliefs and values about disability;
2. Identify and describe respectful ways you can interact with individuals with diverse abilities and needs;
3. Describe and evaluate theoretical frameworks for interpreting, understanding and responding to disability;
4. Describe disability-related policy frameworks and implications for service delivery;
5. Describe and utilize strategies to promote inclusion and empowerment of people with disabilities and their families;
6. Describe interdisciplinary and trans-disciplinary principles and methods in services used by people with disabilities and their families/caregivers;
7. Describe a range of issues affecting people with disabilities and their families/caregivers throughout the life-span;
8. Apply theoretical and policy frameworks, and services planning and delivery principles to realistic situations.

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

Guest speakers, presentations, assignments, final exams.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- Examination(s)       Portfolio assessment       Interview(s)
- Other (specify): Assignment, 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:]

Disability, Community and Society: Exploring the links (1996) North York: Roehar Institute.  
Battle Cries: Justice for kids with special needs (2005).

**SUPPLIES / MATERIALS:**

None.

**STUDENT EVALUATION:**

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

Annotated bibliography 25%  
Case scenario development 15%  
Development of a family centered service plan 15%  
Community information poster about a disability from a CYC perspective 15%  
Self-reflection essay 15%  
Participation 15%  
Biography 25%  
Resource pack 30%  
Special projects 35%  
Participation 10%

**COURSE CONTENT:**

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

- Disability issues within Child Welfare protection :
- Examination of International, national and local constructs of the what it means to be "disabled"
  - Exposure to and discourse with practitioners from other disciplines that work with children with special needs, with a focus on improving collaborative practice in the field
  - Encouraging students to consider natural development such as identity formation, sexuality and gender relations along with specific issues related to particular disabilities
  - Students will examine their personal stereotypes and values in relation to the concept of service, capacity

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- building and human rights of people with disabilities
- Students examine then compare and contrast multiple United Nations conventions that relate to service delivery for children and families where disabilities are present
- Exposure to and discourse with parents and youth that live with disabilities in order to understand directly from them what contributes to high quality service delivery.
- Examination of issues that require a practitioners attention where families have a parent rather than the child with a disability, what considerations needs to be Addressed to ensure the best possible develop of the child.

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**MEMORANDUM**

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To: Rosetta Khalideen, Chair, Faculty Council of Professional Studies

From: Al Wiseman, University Secretary and Registrar

Date: November 7, 2013

Re: Call for nomination for the Teaching Excellence Award Selection Committee (TEASC).

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To assist in the nomination process, please forward this memo and the attached nomination form to faculty members.

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Every year the University of the Fraser Valley recognizes individuals for excellent teaching which is implicit in the mission statement for UFV. The TEASC, with the authority as delegated by Senate, is responsible for the selection of the recipient of the Teaching Excellence Award.

The TEASC is calling for nominations for one faculty member from the Faculty of Professional Studies to serve on the committee.

If you are interested, please complete the attached nomination form and return it to Lisa McMartin, Assistant to the University Secretary, in Abbotsford B303 or via email ([lisa.McMartin@ufv.ca](mailto:lisa.McMartin@ufv.ca)), no later than 4:00 pm on Friday, November 29, 2013.



**TEACHING EXCELLENCE AWARD SELECTION COMMITTEE (TEASC)  
NOMINATION FORM**

**One faculty member from the Faculty of Professional Studies**

<b>Nominee's Name:</b>	
<b>Nominee's Signature:</b>	
<b>Nominator's Name:</b>	
<b>Nominator's Signature:</b>	

**Thank you for your time and consideration.**

**PLEASE RETURN NOMINATION FORM TO:**

**Lisa McMartin, Assistant to the University Secretary  
Room B303, Abbotsford campus or Lisa.McMartin@ufv.ca  
by 4:00 pm on Friday, November 29, 2013**



APPROVED BY	Senate
APPROVAL DATE	03-30-2002
LAST AMENDMENT	10-11-2013
LAST REVIEWED	
NEXT REVIEW DATE	10-2018

## PROCEDURES

### TEACHING EXCELLENCE AWARD

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#### PURPOSE

In accordance with the Board Policy on Academic Excellence Award (BRP-240.10), this award will recognize and celebrate excellence in teaching at UFV.

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#### PROCEDURES/GUIDELINES

##### ***Number of Awards:***

One award will be available annually. The committee is not obliged to identify a winner if they agree unanimously that a suitable candidate cannot be identified.

##### ***Eligible Recipients for the Award:***

- All regular type B faculty, and lab instructors are eligible to be nominated during, or anytime after, their third year of consecutive service to UFV, and sessional instructors who have taught the cumulative equivalent of two full years of instruction at UFV.
- Once recognized, an award recipient is no longer eligible for nomination.

##### ***Timelines:***

- November 1:
  - Teaching Excellence Award Selection Committee is formed, and meets to review process and guidelines, establish a rating system for criteria, and set the meeting schedule.
  - Call for nominations for the academic year's award recipient: deadline for nominations is the second Friday in January.
  - As nominations are received, the Senate administrative assistant prescreens to ensure all parts have been received and notifies nominator of any omissions.
- January 15 – 30:
  - Committee shortlists nominees, based on completed information packages received by deadline.

- February 1:
  - The Chair will contact the Registrar to initiate random sample of students if required.
  - Letters are sent to random sample of former students of short listed nominees.
  - Completed survey must be received by the committee by the end of February.
- March 1 – 15:
  - Random survey information is compiled.
- March 15 – 30:
  - Committee makes final selection, rating each nominee on each criterion.
- April:
  - Recommendation goes to the Senate for approval, along with any recommendations for changes to the process. President and the Board of Governors are informed of the decision. Provost and Vice-President, Academic informs recipient. Recipient is announced, with award to be made at an appropriate university event designated for award recipients.
  - Information Packages are returned to nominees once the recipient is announced.

### ***Nomination and Selection Process:***

#### **1. *Call for nominations:***

- The availability and details of the award, and a call for nominations for the following year's recipient, will be initiated by the Senate through the Marketing and Communications office, and other appropriate means.
- Nomination information will be available through the Deans' offices, Faculty Services, the Senate office, and Senate website.
- Instructors may be nominated for a Teaching Excellence Award by faculty, students, alumni members, and staff, but may not be nominated by (or letters of support provided by) any member of the Teaching Excellence Award Selection Committee.
- It is the role of the nominator to complete the nomination form and gather the required supporting documents.
- No one may solicit a nomination on his or her own behalf.

#### **2. *Information Package***

- Each nominator will submit an information package, which is to be compiled and organized in a binder for submission. This package will include:
  - 2.1. a letter from the nominator outlining why the nominee is worthy of the Teaching Excellence Award (200 - 300 words).
  - 2.2. the nominee's two best class sets of UFV teaching evaluations to be supplied by the nominee to the nominator, from two separate years, going back no further than six years. Written comments must be included.
  - 2.3. a signed release form permitting committee members to examine additional UFV teaching evaluations if necessary, to be supplied by the nominee upon request.
  - 2.4. copy of current curriculum vitae of the nominee.
  - 2.5. consent form signed by the nominee, agreeing to be nominated.

- 2.6. letters of support from faculty, staff, and students, based on knowledge of the nominee's work that reflects the criteria of teaching excellence. Maximum of 5 letter.
- 2.7. examples of work reflecting some of the criteria, as list in 7.
- 2.8. specific evidence of professional and scholarly activity.
- 2.9. sample course outlines (syllabi). Maximum of 2.
- 2.10. Submissions will be considered for two consecutive years. If applicable, the committee will contact previous year's nominees and nominators to ensure that all information is current and to seek consent from the nominee and the nominator to let submissions stand.

It is the responsibility of the originator of the nomination to collect all the documentation from the nominee and deliver it to the Senate office by the deadline.

**3. Shortlist:**

The committee will shortlist nominees, based on the information packages. In order to better assess the 'scholarship' aspect of the criteria, the committee may seek input from members of the nominee's department (head or other members of the department)

**4. Optional Survey of Past Students:**

The committee may, with the assistance of the Registrar, then survey a random sample of former students of the short listed nominees, mailing questionnaires to five students per class for up to five previous years. Randomization will be based on the students enrolled on the stable enrolment date. Former students will respond anonymously.

**5. Confidentiality:**

Members of the committee, and nominators, will treat as confidential all nominee information as well as all deliberations concerning the rating of the contents of the Information Packages.

**6. Conflict of Interest and Possible Bias**

The Chair of the Teaching Excellence Award Selection Committee will review the Conflict of Interest policy with the committee members and help the committee members address any conflicts. In addition committee members will be advised to take into account in their deliberations the possible bias created by the greater familiarity with some candidates or fields of teaching. Both the Conflict of Interest Policy and the Institutional Ethics Statement will be provided to committee members. The Chair shall review conflict of interest and bias at the first meeting of the committee and again once nominations have been received and the names of nominees are known to the committee members.

**7. Criteria for Selection of Award Recipient:**

Candidates will be short listed based on their scores using the following evaluation criteria and grid. The summary score has a maximum value of 12, greatly exceeding expectations in all four criteria.

**Criteria for the selection committee:**

1. Mentorship
2. Attention to student learning in the instructional environment and in coursework
3. Respect for students



#### 4. Integration of scholarship and professional activity in his/her teaching

These four criteria are baseline expectations that the award recipient must meet.

#### **Grading System:**

A summary score will be calculated for each candidate by summing the scores obtained for each of the four criteria as determined from the attributes of the main criteria and the grid for evaluating candidates using the following scoring process:

Does not meet expectations: 0

Meets expectations: 1

Exceeds expectations: 2

Greatly exceeds expectations: 3

The following are descriptive attributes of the main criteria:

#### **1. Mentorship:**

- Activates students to think, learn, apply, evaluate, synthesize and grow supportive of students
- Supports students in their career and professional growth
- Encourage students to become life-long learners
- Helps students see links between course material/academic study and his/her daily lives
- Relates the importance of personal responsibility, good communication, and time management in our lives

#### **2. Attention to student learning in the instructional environment and in coursework:**

- Sees students as individuals with different learning styles, interests, and motivations
- Use strategies for instructional delivery that are relevant, flexible and diverse
- Use assignments that allow for multiple avenues, where appropriate, for students to demonstrate their understanding of the subject matter
- Teaches in an informative and clear manner
- Can relate his/her knowledge of the subject matter in a meaningful way to students
- Fosters student involvement in the learning process
- Makes an effort to accommodate diverse needs, including special needs
- Strives to establish harmonious relationships with students
- Shows enthusiasm
- Creates a positive learning environment

#### **3. Respect for students:**

- Is fair to students in all circumstances
- Shows patience and understanding at all times
- Marks assignments in a timely fashion
- Provides constructive feedback on assignments
- Evaluates objectively and fairly
- Recognizes effort as well as results
- Seeks solutions to discipline problems rather than assigning blame

#### **4. Integration of scholarship and professional activity in his/her teaching:**

- Knows his/her subject matter
- Understands the importance of critical thinking skills and strives to include these in all of his/her courses and activities

- Leads by example by demonstrating professional behaviour at all times and encouraging others to do so
- Engages actively in scholarly activity and professional development as it is understood in his/her field of expertise
- Employs the knowledge acquired in scholarly activity and professional development in instruction
- Passionate about and committed to his/her profession
- Enjoys sharing information
- Feels a strong sense of meaning and importance in his/her roles as educators

**GRID FOR EVALUATING CANDIDATES**

	Does not meet Expectations	Meets Expectations	Exceeds Expectations	Greatly exceeds expectations
1. Mentorship				
2. Attention to student learning				
3. Respect for students				
4. Scholarship				

Overall grade based on grid.

***Award Recipient Recognition:***

The award recipient will receive the award during an appropriate university event designated for award recipients. The award will include: (i) a plaque with the award recipient’s name and the year on it, (ii) a framed certificate, as well as (iii) a monetary award of \$2,500. The University will administer the monetary award in order to support the award recipient’s continuing academic development.

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## APPENDICES

### Teaching Excellence Award

#### Terms of Reference

The UFV Teaching Excellence Award selection committee, with the authority as delegated by the Senate, will take responsibility for selection of the recipients for the Teaching Excellence Award. Members of the TEASC cannot nominate, or provide letters of support for an instructor who is nominated for this award.

#### Duties:

- To ensure the UFV community is informed of the availability of this award, the selection criteria employed and application procedures.
- To receive applications and nominations for the award and to select successful candidates according to criteria established, and may recommend one candidate to Senate to receive the award. All deliberations will be confidential.
- To recommend to the Senate Awards and Honours Committee appropriate administrative policies, regulations, and procedures with regard to the award.

#### Composition of the Committee:

Annually, the Secretariat will call for nominations for members for the Teaching Excellence Award Committee. Membership will include:

- One from each Faculty: a regular type B faculty or lab instructor during, or any time after, their third year of consecutive service to UFV, or sessional instructor who have taught the cumulative equivalent of two full years of instruction at UFV.
- One employee (staff or non-instructional faculty) not represented by the above.
- One member of the Alumni executive.
- One Senate student member or designate.

#### Chairperson:

- The committee shall elect a Chair from among its members.

#### Terms of Office:

- Committee members will serve for one year, with selection in November and **are limited to two consecutive terms.**