UNIVERSITY OF THE FRASER VALLEY

FACULTY OF PROFESSIONAL STUDIES

DRAFT AGENDA

Professional Studies Faculty Council

Friday, March 21, 2014
10:00 am – 12:00-noon
Room D115, Abbotsford Campus

Package Pages	
Pg. 1, 2	**1. Items for Approval** 1.1. Agenda – March 21, 2014
Pg. 3 - 7	1.2. Minutes – February 21, 2014
	2. Continuing Business 2.1 Indigenization: Reflection on the Bus Tour – Elizabeth Dow
	2.2 Discussion on Faculty Standards and Criteria for Rank and Tenure Document – Awneet Sivia
	3. Guest Speaker – Maureen Wideman – Director Teaching & Learning (10:30-10:50 AM)
	4. New Business
Pg. 8 - 16	4.1. EDUC 300 – Minor Course Revision – Barbara Salingre
	4.2. Reminder: Use New Course Outline Forms – Rosetta Khalideen
Pg. 17 - 37	4.3. ECE Certificate and Diploma Program Changes – Les Stagg
Pg. 38 – 59	4.4. BA CYC Wording/Prerequisite Changes - Les Stagg
Pg. 60 - 74	4.5. Proposal for a new course: BUS 478 "Work Spaces, Build Places"– Frank Ulbrich

5. Standing Committee Reports

5.1. Nominations and Elections Committee – *Glen Paddock*
5.2. Field Education and Practicum Committee – *Lucki Kang*
5.3. Retention Committee – *Barbara Salingré*
5.4. Learning Exchange Committee – *David Dobson/Raymond Leung*
5.5. Faculty Newsletter Committee – *Christine Slavik*

6. Other Reports

6.1. Dean's Report
6.2. Reports from other Faculty Councils
6.3. Report from Senate

7. Information Items

Pg. 75
7.1. Revisions to Terms of Reference RE: Senate approval – review at least every ~~two~~ **three years**

Pg. 76
7.2. Motions and Actions – February 21, 2014
7.3. The next Faculty Council Meeting is **May 23, 2014** in room **TBA**
7.4. The Winter/Fall 2015 calendar deadlines are:

- **June UEC meeting:** Major program changes deadline (requires concurrent recommendation by SBC and subsequent approval by APPC and Senate)
- **September UEC meeting:** Minor program changes and minor and major course changes deadline

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7.5 Vacant Positions on Senate

UNIVERSITY OF THE FRASER VALLEY

FACULTY OF PROFESSIONAL STUDIES

DRAFT MINUTES
Professional Studies Faculty Council

Friday, February 21, 2014
10:00 a.m., Room A212, Abbotsford Campus

Chair: Cyrus Chaichian

Present:

Christine Nehring*
Amir Hajbaba
Margaret Coombes
Ron Wilen*
Cyrus Chaichian
Mary Higgins
David Dobson
Don Miskiman
Frank Ulbrich
George Melzer
Awneet Sivia
Maple Melder-Crozier
Glen Paddock
Heather Compeau*
Karen Power*
Kenneth Gariepy
Christina Neigel
Leah Douglas
Lisa Moy
Mark Breedveld
Rosetta Khalideen
Curtis Magnuson
Les Stagg
Elizabeth Dow
Sandy Hill
Robert Harding
Ron Zitron
Janice Johnson

Regrets:

Raymond Leung
Andrea Hughes*
Mike Ivanof
Gerry Palmer
Cindy Rammage
Cindy Stewart
Darrell Fox
Lucki Kang
Joe Ilsever
Fiona McQuarrie
Mark Lee
Melanie Scott
Gwen Point
D.J. Sandhu
Jan Lashbrook Green
Keith Lownie
Lorne Mackenzie
Lou Schroeder
John Hogg
Kirsten Robertson
Rod Hayward
Christine Slavik
Sheryl MacMath
Kevin deWolde
Barbara Salingré
Seonaigh MacPherson
Kathryn Ricketts
Doris Ball
Colleen Bell*
Gillian Bubb
Kim Milnes

Recorder: Laura Chomiak*

*** Indicates Non-Voting Member**

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1. ITEMS FOR APPROVAL

1.1 Approval of Agenda February 21, 2014

MOTION **Elizabeth Dow/Lisa Moy**
THAT the agenda of February 21, 2014 be approved as presented.

CARRIED

1.2 Approval of Minutes January 24, 2013

MOTION **Frank Ulbrich/Curtis Magnusson**
THAT the minutes of January 24, 2014 be approved as presented with the revision of the following Action item identified as a Motion with reference to 4.2.

MOTION:
THAT the Professional Studies Faculty Council recommends the current guidelines for the DRAFT Program Discontinuance Policy be appended to the policy.

CARRIED

2 CONTINUING BUSINESS

2.1 Indigenization

1. Update – Indigenization Activity – Elizabeth Dow

The Indigenization bus tour has been confirmed for March 14 from 8 AM to 12 noon. The tour can accommodate up to 42 people. Faculty were asked to notify Laura Chomiak if they are attending the tour.

ACTION – Faculty Council

2. International Indigenous Exchange Agreements – Robert Harding

Robert Harding gave a brief presentation on his recent visit with some New Zealand universities. The negotiations focused on International Indigenous Exchange agreements. Interested faculty were asked to e-mail Robert for additional information.

2.2 Update – Discussion Item: Draft Faculty Standards and Criteria for Rank and Tenure - Kenneth Gariepy

Kenneth Gariepy presented the Draft Faculty Standards and Criteria for Rank and Tenure document prepared by the Faculty Standards Committee. The document outlined the process for faculty applying for rank and tenure and the suggested criteria and standards to be used in the process.

Faculty Council was asked to review the document and direct any comments and/or suggestions to their department heads and directors for the next Faculty Standards Committee meeting.

MOTION **Awneet Sivia/Sandy Hill**
THAT Faculty Council be given time to review of the "Faculty Standards Committee Document" and provide feedback to members of the Faculty Standards Committee no later than March 14, 2014.

CARRIED

ACTION
The Faculty Standards Committee to present a final version of the Professional Studies Faculty & Standards Criteria for Rank & Tenure to Faculty Council at the March 21, 2014 meeting.

3 NEW BUSINESS

3.1. Undergraduate Course and Program Approval Policy (21) Consultation

ACTION
Professional Studies Faculty Council to provide feedback via email to Laura.Chomiak@ufv.ca in reference to the proposed changes to the Undergraduate Course and Program Policy #21. The deadline to submit responses is 3:00pm on March 7, 2014.

3.2. ECE/CYC Department Proposed Name Change – Maple Crozier

MOTION **Maple Melder Crozier/Robert Harding**
THAT the ECE/CYC Department change its name to: Child Youth and Family Studies.
Vote: 11 In Favour, 1 Against, 6 Abstained
CARRIED

4 STANDING COMMITTEE REPORTS

4.1 Nominations and Elections Committee - Glen Paddock

Glen Paddock noted that Doris Ball's term was ending and thanked Doris for her time. Doris has put her name forward for a second term as a staff representative.

Glen reported that there is one staff vacancy, as well as two student vacancies. Representation is also needed from the Faculty of Trades & Technology and the Faculty of Health Sciences to attend Professional Studies Faculty Council meetings. Glen will follow-up on soliciting representation.

4.2 Field Education and Practicum Committee

Christina Neigel gave an overview of some of the Field Education and Practicum agreement changes (as summarized in Appendix A).

Christina will forward the latest Field Education and Practicum Committee minutes, which provide additional detailed information to Laura for distribution to Faculty Council.

ACTION
Christina Neigel to provide Laura Chomiak, Assistant to Faculty Council with a copy of the Field Education and Practicum Committee's minutes for distribution to Faculty Council.

4.3 Retention Committee

No report

4.4 Learning Exchange Committee

David Dobson announced that there are three presentations for the Learning Exchange Sharing Initiative taking place on April 25, 2014 from 9:00-10:00 AM. Information regarding the presenters and their topics will be announced at the March Faculty Council Meeting.

David invited Faculty Council to attend a School of Business Seminar on March 11 from 3:30-5:00 PM to hear Raymond Leung make a presentation on accounting standards.

4.5 Faculty Newsletter Committee

Lisa Moy reported that the PScene Newsletter will be available next week. Another newsletter with an indigenization theme may be produced before the end of the semester.

5 OTHER REPORTS

5.1 Dean's Report

Rosetta circulated her Dean's Report and asked the faculty to watch for the upcoming schedule for UFV's PD Day on May 5, as well as an additional upcoming PD Day about internationalization.

5.2 Reports from Other Faculty Councils

Ron Wilen reported that the Science Faculty Council meetings are focused on budget issues.

Sandy Hill reported that the Trades & Technology Faculty Council is looking at ways in which some of their courses could be incorporated into other departments in order to give their students more marketable skills.

5.3 Senate Report – Gerry Palmer

No report

6 INFORMATION ITEMS

6.1 Motions and Actions – January 24, 2014

6.2 The next Faculty Council Meeting is **March 21, 2014** in room **D115**

7 GENERAL ANNOUNCEMENTS

7.1 Elizabeth Dow announced that there will be a rally walk on Monday, February 24 at 12:00 at the Abbotsford City Hall to support housing for people who are homeless.

7.2 Awneet Sivia announced there will be a presentation on "What have we learned from apartheid?" taking place in the Alumni Hall on Thursday, March 20.

7.3 Kenneth Gariepy announced that Jan Lashbrook Green is returning to work and the department is thrilled that she is coming back.

7.4 Elizabeth Dow reported that she distributed the draft for the MSW accreditation self-study report.

APPENDIX A:

Professional Studies Field Education Committee Update:

The committee met on February 11th and meets every two months.
Maureen Murphy, Peter Geller, and Glen Whitfield from the Disability Resource Centre attended the Field Education Committee.

Educational Institution/ Agency Agreements

There have been recent developments around the deployment of workplace and affiliation agreements for those students who are in practicum and field placements. A new agreement has been developed by the UFV Insurance Agency (UCIPP) that must be agreed to by all placement sites that are used across all programs in the Institution. UFV cannot give indemnity unless UCIPP has reviewed the signed Education Institution Agreements. The template agreement presented is based on that which was developed for the Health Authority. Maureen Murphy is working with UCIPP to develop a template with more generic language.
The new document is 8 pages. It outlines 5 million dollar minimum liability insurance provided by the Institution and requires the practicum agency to identify the amount of their liability insurance as well. The requirement for the agency to indicate their insurance amount is new. Indemnity is mutual and reflects reciprocal responsibility. This was assumed in the previous forms but is explicitly stated in the new forms. These agreements can be multi year agreements and do not need to be completed for individual students where MOUs have been developed such as with the Ministry of Children and Families, Health Authorities. These agreements are not signed by students.

Peter Geller is exploring a central shared drive space to store names of agencies that UFV has a multi-year MOU with to assist with tracking and expiry of agreements.

Accommodation for students in placement

Glen attended the meeting to educate members on potential issues and processes that Faculty must be aware of in relation to student placements and duty to accommodate.

UNIVERSITY OF THE FRASER VALLEY

To: Rosetta Khalideen, Dean, Faculty of Professional Studies

From: TEP Curriculum Committee

Date: February 27, 2014

RE: **Submission of revised course outline for EDUC 300, course change**

Please find attached the revised official course outlines for EDUC 300 *(Introduction to best practices of teaching and learning).*

The primary revision of the prerequisite is considered minor as it will not be affecting students. It rather expands options for students. We are changing the existing pre-requisite to a pre- or co-requisite. In addition to this change, updates have been made to the learning outcomes and course content (including texts used). These updates have come as a result of a change in instructors teaching this course. These instructors provided feedback on the revisions and the revised outline provides greater consistency for the way this course is taught across sections.

As far as the prerequisite change is concerned, the TEP curriculum committee is confident that students can take EDUC 200 and EDUC 300 in the same semester, if they choose to do so. The content is complementary and students may actually benefit from taking the much more theory focused EDUC 200 at the same time as EDUC 300, which looks more at the application of best practices in teaching.

The changes were approved by our TEP curriculum committee on February 27, 2014. The submission includes the old course template showing revisions using "track changes". We also provide the revised course outline with the new template.

Please place approval of this official course outline on the agenda for Faculty Council on March 21, 2014.

Thank you

Barbara Salingré
Advisor, TEP

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: January 2005
COURSE REVISED IMPLEMENTATION DATE: September 2014~~13~~
COURSE TO BE REVIEWED: September 2020~~19~~
(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

EDUC 300	Professional Studies/Education	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Introduction to Best Practices of Teaching and Learning
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Education 300 provides opportunities for students and prospective teachers to begin their development as reflective practitioners. Through readings, classroom activities, and interactions with other students and practicing teachers, students in this course will be exposed to a variety of educational questions and issues. ~~The c~~Course content is organized around contemporary ~~educational~~ theories and research findings related to pedagogy in schooling ~~-~~settings. Key ideas that are examined focus on pedagogical relationships, including engagement, and the personal and methodological dimensions of these relationships. Specific topics relate to pedagogy and communication, ~~;~~ strategies of teaching, learning, and assessment, ~~;~~ social organization and ~~;~~ ~~educational~~ settings~~; design and planning; and (leadership and management)~~, and ~~the roles of teachers, students, parents and communities in the education system~~. These ideas are augmented by school observations and/or an in-depth analysis of case studies ~~of the practice of exceptional teachers, with a special focus on teachers teaching students who have been classified as under- achievers in schools across Canada and the United States~~.

PREREQUISITES: ~~EDUC 200, 75 credits of Arts/Science courses~~
COREQUISITES:
PRE or COREQUISITES: EDUC 200, 75 credits of Arts/Science courses

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

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

TOTAL HOURS PER TERM: 60
STRUCTURE OF HOURS:

Lectures:	30	Hrs
Seminar:	20	Hrs
Laboratory:		Hrs
Field experience:	10	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: fall and winter
(every semester, annually, every other year, etc.)

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

Course designer(s): ~~Dr. Dianne Common~~Awneet Sivia
Department Head: Awneet Sivia ~~Dr. Sheryl MacMath~~ Date approved: Feb 27~~January 29, 2014 April 5, 2013~~
Campus-Wide Consultation (CWC) Date of meeting: n/a
Curriculum Committee chair: Awneet Sivia ~~Dr. Sheryl MacMath~~ Date approved: ~~April 5, 2013~~
Dean/Associate VP: Dr. Rosetta Khalideen Date approved: ~~May 17, 2013~~

Undergraduate Education Committee (UEC) approval

Date of meeting: ~~June 21, 2013~~

LEARNING OUTCOMES:

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

- Apply emerging theories on reflective practice and pedagogy ~~and pedagogical theory~~ to professional ~~practice~~growth;
- ~~Discuss~~ Examine best practices as theories~~, which are ideas supported by research,~~ and discuss how and why the theories work in practice~~:~~;
- Explore personal beliefs and values through reflection and examination of educational cases;
- Identify ~~the~~ characteristics of the personal and methodological dimensions of the pedagogical relationship (among teachers and students);
- Describe the impact of public policies, prescribed curriculum, and pedagogy on schooling;
- Examine personal values and beliefs about education, learning, teaching, schools, and communities, and recognize the influence these values and beliefs have on teacher identity and practice;
- ~~Evaluate how the exercise of power, which is shared among teachers and students, affects learning and results in change;~~
- Examine the theory and practice of different learning styles and apply to instructional methods of lesson design and assessment, and;
- ~~Reflect on the nature and complexity of communication as it relates to the personal and methodological dimensions of the pedagogical relationship; and,~~
- Describe how ~~the~~ personal and methodological dimensions of the pedagogical relationship generate a culture and community when involved in schooling.

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

Formal individual and group presentations, class and group discussions, reading from text and research articles; case studies on individual cases of teaching across a wide range of content areas, ages, and contexts, oral presentations, and classroom observations.

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:]

Auger, Wendy and Sharon Rich. (2007). *Curriculum theory and methods.* Mississauga, Ontario: John Wiley & Sons Canada

Farr, S. (2010). *Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap*. San Francisco, CA: Jossey Bass.

Gladwell, M. (2008). *Outliers: The story of success*. New York, NY: Back Bay Books.

McTaggart, L. (2011). *The Bond: Connecting through the space between us*. New York, NY: Free Press.

Palmer, P.J. (2007). *The Courage to teach: Exploring the inner landscape of a teacher's life.* San Francisco, CA: John Wiley & Sons.

Parkay, F.W., Hardcastle Stanford, B., Vaillancourt, J.P., Stevens, H.C. (2005). *Becoming a teacher*. Toronto, ON: Pearson.

Sousa, D.A. (2010). *Mind, brain, & education.* Bloomington, IN: Solution Tree Press.

Willingham, D.T. (2009). *Why students don't like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom.* San Francisco, CA: John Wiley & Sons.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

~~The five conceptual frameworks: 50 marks.~~
~~Case study or critique of exemplary pedagogical practices: 30 marks.~~
~~Class presentation: 10 marks.~~
~~Reflective practice: 10 marks.~~

Reading Quizzes & Observations	20%
Educational Autobiography	10%
Critique of Instructional Practices	20%
Issues in Education	10%
Models of Teaching and Learning	20%
Reflective Practice and Portfolio	20%

COURSE CONTENT:

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

~~**The First Three Weeks:**~~ Introduction to ~~the Policy and~~the p~~P~~ractices of Schooling and Pedagogy~~: A~~ with an analysis of ~~our~~ students' own experiences and the experiences of exemplary teachers whose practice is guided by contemporary research~~, and an il~~. Introduction to the ~~four pillars of pedagogy: presentation, conversation, discovery, and story~~instructional methods and practices of exemplary teachers through classroom observations and in class case studies. Content focuses on reflective practice theory and its application in professional growth.

Topics include:~~.~~

~~**The Next Seven Weeks:** Conceptual Frameworks: Study of the five fundamental conceptual frameworks about pedagogy, through in-class activities, out-of-class preparations, and completion of the assignment on the conceptual frameworks. The frameworks are:~~

1. The personal ~~dimension~~beliefs, methods and engagement of the pedagogical relationship;
2. ~~The methodological dimension of the pedagogical relationship;~~
3. ~~2.~~ ~~Engagement in the pedagogical relationship;~~
4. ~~3.~~ ~~Communication in the pedagogical relationship~~
4. Pedagogical social organization in effective classroom learning environments
5. Nature of professional identity, Teacher /student relationships
6. Multiple intelligences and learning styles
7. The brain and learning, questioning and schemata
8. Educational governance and social justice issues in education
9. Models for teaching and learning; assessment and evaluation
10. Classroom culture and management and what underlies misbehaviour
11. The reflective practitioner
12. Professional portfolios and artifacts as evidence for growth
13. Schooling and society
14. ~~5.~~

~~**The Next Two Weeks:** Pillars of Pedagogy and Pedagogical Governance: Study and application of the four pillars of pedagogy: presentation, conversation, inquiry, and story, and an introduction to the theory and practice of governance, with a focus on justice as the foundation of governance [leadership and management]~~

~~**The Final Weeks:** Performance: Presentations of lessons learned through the individual case studies or critiques~~

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UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2005
REVISED COURSE IMPLEMENTATION DATE: Sept. 2014
COURSE TO BE REVIEWED: (six years after UEC approval) Sept. 2019
Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 300 **Number of Credits:4** Course credit policy (105)

Course Full Title: Introduction to Best Practices of Teaching and Learning
Course Short Title:

Faculty: Faculty of Professional Studies | **Department (or program if no department):** Teacher Education

Calendar Description:

Education 300 provides opportunities for students and prospective teachers to begin their development as reflective practitioners. Through readings, classroom activities, and interactions with other students and practicing teachers, students in this course will be exposed to a variety of educational questions and issues. Course content is organized around contemporary educational theories and research findings related to pedagogy in school settings. Key ideas that are examined focus on pedagogical relationships, including engagement, and the personal and methodological dimensions of these relationships. Specific topics relate to pedagogy and communication, strategies of teaching, learning and assessment, social organization and educational settings, and the roles of teachers, students, parents and communities in the education system. These ideas are augmented by school observations and/or an in-depth analysis of case studies.

Note: Students with credit for cannot take this course for further credit.

Prerequisites (or NONE):

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE): EDUC 200, 75 credits of Arts/Science courses

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☒ Yes ☐ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☐ No (Note: If yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see bctransferguide.ca.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	30
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	10
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes,
Different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

Expected frequency of course offerings
(every semester, annually, etc.): fall and winter

Department / Program Head or Director: Awneet Sivia **Date approved:** Feb. 27, 2014
Campus-Wide Consultation (CWC) **Date of posting:**

Faculty Council approval		**Date approved:**
Dean/Associate VP:	Dr. 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:

- Apply emerging theories on reflective practice and pedagogy and pedagogical theory to professional growth;
- Examine best practices as theories, and discuss how and why the theories work in practice;
- Explore personal beliefs and values through reflection and examination of educational cases;
- Identify characteristics of the personal and methodological dimensions of the pedagogical relationship (among teachers and students);
- Describe the impact of public policies, prescribed curriculum, and pedagogy on schooling;
- Examine personal values and beliefs about education, learning, teaching, schools, and communities, and recognize the influence these values and beliefs have on teacher identity and practice;
- Examine the theory and practice of different learning styles and apply to instructional methods of lesson design and assessment, and;
- Describe how personal and methodological dimensions of the pedagogical relationship generate a culture and community when involved in schooling.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Formal individual and group presentations, class and group discussions, reading from text and research articles; case studies and individual cases of teaching across a wide range of content areas, ages, and contexts, oral presentations and classroom observations.

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

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Edition	Place of Publication	Year Published
1.	Auger, W. & Rich, S.	Curriculum theory and methods	☒	Mississauga, ON	2007
2.	Palmer, P.	The courage to teach: Exploring the inner landscape of a teacher's life	☒	San Franc, CA	2007
3.	Farr, S.	Teaching as leadership	☒	San Franc., CA	2010
4.	Gladwell, M.	Outliers: The story of success	☒	New York, NY	2008
5.			☐		

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

Use this section for supplies and materials for all sections of this course.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	20%	Lab work:	%	Field experience:	%	Shop work:	%
Educational Autobiography:	10%	Critique of Instr. Practice:	20%	Issues in Educ.:	10%	Total:	100%

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

Typical Course Content and Topics

Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term

Introduction to the practices of Schooling and Pedagogy with an analysis of our students' own experiences and the experiences of exemplary teachers whose practice is guided by contemporary research. Introduction to the instructional methods and practices of exemplary teachers through classroom observations and in class case studies. Content focuses

on reflective practice, theory and its application in professional growth.

Topics include:.

1. The personal beliefs, methods and engagement of the pedagogical relationship;
2. Pedagogical social organization in effective classroom learning environments.
3. Nature of professional identity, Teacher /student relationships
4. Multiple intelligences and learning styles
5. The brain and learning, questioning and schemata
6. Educational governance and social justice issues in education
7. Models for teaching and learning; assessment and evaluation
8. Classroom culture and management and what underlies misbehaviour
9. The reflective practitioner
10. Professional portfolios and artifacts as evidence for growth
11. Schooling and society.

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:

Hi Laura:

Attached are the documents for Faculty Council's approval for calendar changes to the ECE Certificate and Diploma Programs.

Also see below the original memo sent to Dr. Rosetta Khalideen on Oct 21, 2013 regarding changes. And following that are the comments/suggestions made by the Campus Wide Consult's comments along with my comments in bold uppercase red type. For simplicity only ECE changes will be dealt with in this email and the CYC changes will be answered in the next email.

TO: Campus-Wide Consultation
Dr. Rosetta Khalideen, Dean of Professional Studies
FROM: *Dr. Maple Melder Crozier, Dept Head of ECYC*
DATE: 21 October 2013
RE: ***Revised program - Rationale for changes to ECE and CYC***

This memo is to explain the changes in our most recent edit of Calendar Copy for our department.

ECE Certificate

We have increased access for students as the 19 year old age requirement now needs to be before the practicum, not enrollment in the program.
We adjusted the wording in the "How to Apply" section to reduce confusion and hopefully increase clarity.
We have actually removed one Engl/Cmns requirement to again increase accessibility, and reduce the credit value of the Certificate to 49.5 from 52.5.
The order of the courses was adjusted so prerequisites and co-requisites wording is consequently amended.
Also, the program outlined was completely changed to create a part time cohort for working practitioners. This model has been successful in it's pilot offering. The only change is the order in which the courses are offered (hence the prerequisite changes) and removing one English/CMNS requirement.
ECE 160 course had wrong information as this was never a Diploma course, but is part of the Health and Human Services Certificate offered as the CTC program, so this change is to increase accuracy.
ECE 291 does indeed replace ECE 491.

From: Elaine Harris
Sent: October-21-13 4:57 PM
To: Doris Ball; Maple Melder-Crozier
Cc: Rosetta Khalideen; Ashley Hoogendoorn
Subject: RE: ECE Certificate and Diploma Program changes

Hi

Could I make a couple of suggestions about wording for the ECE certificate calendar copy:

1. For **Entrance requirements**, I would suggest listing each of the letter of intent, and the questionnaire, as separate points rather than with the interview and orientation. The letter of intent can be submitted within the online application. It requires more detail though (how long, what specifically should they address). [For examples of wording, see BA CRIM (Provide a 300- to 500-word statement articulating your personal strengths and weaknesses and interest in criminal justice) or B. Kinesiology (A 500-1000 word essay that addresses the following:
   - Why are you interested in a career in Kinesiology or Physical Education?
   - What have you done to prepare for university?
   - Why are you uniquely suited to our program?

   The Entrance requirements could then read something like this:

   Applicants are required to:

   1. Be 19 years of age or older before starting the practicum in the program.

   2. Be able to supply own transportation to field sites.

   3. Meet the prerequisites for CMNS 155 or ENGL 105.

   4. Submit a letter of intent: XXX word statement articulating ……*(your interest in this field, how you have prepared, why suited or whatever you decide).*

   5. Submit the Early Childhood questionnaire *(link to the form)*

   4. Attend an orientation and interview.

We will be changing this section it as per your recommendations. They are valid recommendations.

2. Under How to Apply:

#1 - I would suggest the following changes in wording, because there are many ways to meet the prerequisite – a variety of English language tests, high school English 12, or a post-secondary English or CMNS course:

Additional documents required for a complete application:
- ECE ~~additional application form~~ questionnaire (available at ufv.ca/admissions/forms

• Documentation showing evidence of the prerequisite for ~~CPT or LPI score, or fulfillment of prerequisite for~~ CMNS 155 or ENG 105 (*link to the course description in the calendar).* If the prerequisite is being met through a college or university course, an official transcript is required ~~showing completion of course alternatives~~. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

#1 Also, you might consider including the questionnaire and the letter of intent as documents required for a complete application. This ensures that you have everything before the interview, and you could then delete #4 altogether.

Yes this is what we will be doing now including all the documents for a complete application. Our questionnaire is currently being reviewed by our ECE Curriculum Committee

#3 – I'm not quite clear on this statement – do you mean once the application has been received and the prerequisites for ENGL 105/CMNS 155 have been met, the applicant will be interviewed and evaluated? I might suggest "Once the application is complete and all required documents received (see #1, above), you will be interviewed and evaluated …..

I was not clear whether the orientation and interview happened at the same time, or if they are completely separate events. If the orientation occurs earlier, you might mention it in an earlier point, but I would assume you can't do the interview and final evaluation until the application is complete – am I correct?

The orientation and interview are on the same night and we would like all of the requirements met before students attend the orientation and interview.

Once the application is complete and all required documents received (see #1, above), you will be interviewed and evaluated …..

We will be including the questionnaire and the letter of intent as documents required for a complete application. This ensures everything is received before the interview, and we can delete #4 altogether.

All your suggestions will be taken in consideration and many of them will be implemented. Thanks for your recommendations Elaine.

From: Rhonda Colwell
Sent: October-28-13 12:25 PM
To: Doris Ball; cwconsult; Maple Melder-Crozier
Cc: Rosetta Khalideen; Ashley Hoogendoorn
Subject: RE: ECE Certificate and Diploma Program changes

Hi everyone,

I have read this proposal and I have noticed the following items:

Some of the ECE course prerequisites use the phrase "successful completion of". The minimum grade to satisfy course prerequisites is a C- unless a higher grade is included. How does your dept define "successful completion of"? I suggest that you remove this phrase from all course outlines. If your dept does want the minimum grade to be higher than a C-, please include the minimum grade required.

Hi everyone,

My apologies for this very late response.

Doris, for the ECE course prerequisites, I will still suggest the removal of the phrase "successful completion of". What you have explained below sounds more to me like Standing Required for Continuance in the Program. Within Arts programs, we also consider this as Academic Warning. Your dept may want to consider making a program change to your current Calendar Copy to include this section. I can also see this information included under a Graduation Requirements section of your program's Calendar copy.

Thanks,
Rhonda

FOR THE ECE PROGRAM, WE REQUIRE THAT STUDENT RECEIVE A MINIMUM OF A C+ NOT FOR EACH COURSE BUT AS A MINIMUM TERM GPA OF 2.33. WE WERE NOT SURE HOW TO WORD THAT. ANY SUGGESTIONS? WE DO HAVE IT LISTED IN THE CALENDAR CURRENTLY JUST BEFORE THE "ENTRANCE REQUIREMENTS" SECTION.
"Students in the ECE Certificate program must maintain semester and cumulative grade point average of at least 2.33 (C+) in order to be awarded the certificate.

Some of the ECE course prerequisites also state "first year of the ECE Certificate". To make this clear for students, I suggest that you list out the specific ECE courses. I expect that this will make it easier for Banner to be coded for these prerequisites. I suggest that you contact Darren to confirm this.
WE WILL BE LISTING OUT THE SPECIFIC COURSES THAT CONSTITUTE "FIRST YEAR OF THE ECE CERTIFICATE".
Some of the ECE course outlines list a Course Revised Implementation Date of January 2013. My assumption is that this is a mistake because January 2013 has already come and gone.
THE DATE WAS MISSED ON SOME COURSE OUTLINES, AND THEY NOW HAVE ALL BEEN CHANGED TO MAY 2014 AS THEH COURSE REVISED IMPLEMENTATION DATE AND MAY 2020 AS THE COURSE TO BE REVIEWED DATE.
The Course Content section is missing from ECE 130.
IT WAS SENT TO ME THAT WAY, WE WILL BE ADDING THE COURSE CONTENT TO THIS COURSE OUTLINE.
Thanks,
Rhonda

ECE Diploma

Wording changes have been made to correct errors and increase clarity.

I trust this addresses your questions of our changes to Calendar Copy! The notice required in the Calendar for changes is understood.

Respectfully submitted,
*--Dr. Maple Melder Crozier**

Doris Ball

UNIVERSITY OF THE FRASER VALLEY

Department Assistant/Advisor
Early Childhood/Child and Youth Care Department
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Success is the ability to go from one failure to another with no loss of enthusiasm. Winston Churchill

Early Childhood Education

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Most of the seats in these courses are normally reserved for students in an Early Childhood Education program. Other students may take these courses if they meet the prerequisites and there is space. Completion of certificate and/or diploma provides block transfer to UVic (up to 30 credits for the certificate and a maximum of 60 credits for the diploma).

English Language Requirements
Students registering in post-secondary level courses (numbered 100 to 499) will be required to meet the English language entrance proficiency requirements. Students in ESL or the University Foundations programs can register in those courses identified in the University Foundations program with lower levels of language proficiency.

Find a course you like? Click here to check the timetable.

ECE 100 3 credits
Human Development I
Prerequisite(s): Acceptance to the ECE certificate program, or permission from the ECE department head.
This course focuses on the methods used by psychologists and educators in learning more about children. It introduces students to major theories of human development, cognitive, and social-emotional development from conception to the age of two.

ECE 101 3 credits
Introduction to Early Childhood Education
Prerequisite(s): Acceptance to the ECE certificate program or permission from ~~program~~ department head.
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.

ECE 102 3 credits
Introduction to Early Childhood Guidance
Prerequisite(s): Successful completion of ECE 100, and 103 or Permission from the Department Head
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.

ECE 103 3 credits
Introduction of Observing and Recording Behaviour of Young Children
Prerequisite(s): Acceptance ~~in~~to the ECE certificate program or ~~instructor permission~~ permission of department head.
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.

ECE 120 3 credits
Human Development II
Prerequisite(s): ~~ECE 100~~ Successful completion of ECE 100, 102, and 103 or permission of department head.
This course is a continuation of ECE 100, focusing on physical, cognitive, and psycho-social development in children ages two to eighteen, with an emphasis on theory and current research.

~~ECE 121 3 credits~~
~~Intro to ECE~~

ECE 122 6 credits
Introductory Practicum
Prerequisite(s): ~~ECE 100, ECE 102, ECE 103~~ Successful completion of ECE 100, 101, 102, 103, 120, 132, or permission of department head.
Corequisite(s): ECE 125
Pre- or corequisite(s): ECE 120, ECE 123, ECE 124
Through selected field site practicum placements and seminars, participants will put ECE theories into practice, document their experiences, and plan and evaluate their learning cooperatively with sponsor supervisors, the instructor, and seminar colleagues.

ECE 123 1.5 credits
Art in Early Childhood Education
Prerequisite(s): ~~Admission to the ECE Certificate Program.~~ Successful completion of ECE 100, 101, 102, 103, 120, 132, or permission of department head.
~~Corequisite(s): 2nd Semester~~
This course explores the concept of the young child as an artist. As students develop an understanding of creativity as individual expression, they will become increasingly aware of the connection between children and their practice of art. The students' appreciation of art as an integral part of programming will contribute to their ability to implement aesthetic and sensory experiences appropriate to the developing child.

ECE 124 3 credits
Music in Early Childhood Education
Prerequisite(s): ~~Admission to the ECE Certificate Program~~ Successful completion of ECE 100, 101, 102, 103, 120, 132, or permission of department head.
This course is designed to promote personal growth in awareness, appreciation, and enjoyment of music. It includes an overview of music as it relates to children's concepts including timbre, dynamics, rhythm, tempo, and melody. Students will have the opportunity to explore theory and application in the areas of singing, instruments, movement, and listening.

ECE 125 3 credits
Early Childhood Programs
Prerequisite(s~~): Completion of the first semester of the ECE Certificate program.~~ Successful

completion of ECE 100, 101, 102, 103, 120, 132, or permission of department head.
Corequisite(s): ~~ECE 120 and~~ ECE 122
This course explores the theory and practice of creating effective learning / caring programs for children through goal-setting, preparation, implementation, and evaluation.

ECE 130
Presenting Literature to Children 3 credits
Prerequisite(s): ~~Completion of second semester of the ECE program~~ Successful completion of ECE 122, 123, 124, and 125.
Corequisite(s): ECE ~~132,~~ 133, 135
This course will introduce the student to the influence of literature on young children. The relationship between literature, language, and literacy will be demonstrated by using different story presentation styles in a multicultural approach.

ECE 132
Nutrition, Health, and Safety 3 credits
Prerequisite(s): ~~ECE 120, 122, 123, 124, 125~~ Successful completion of ECE 100, 101, 103 or permission of department head.
~~Acceptance into the ECE program or permission of Department Head~~
This course is a consideration of the health and nutritional needs of young children. Topics include nutrition, food storage, preparation, presentation, Ministry of Health requirements, planning for safety, emergency procedures, and childhood illnesses.

ECE 133
Advanced Practicum 6 credits
Prerequisite(s): ~~ECE 122, ECE 125~~ Successful completion of ECE 122, 123, 124 and 125.
Pre- or corequisite(s): ECE 130, ECE 135
This course is a continuation of ECE 122. In this course, the student practices more advanced competencies including parent interaction, self-evaluation, and peer evaluation.

ECE 135
The Process of Curriculum Development 3 credits
Prerequisite(s): ~~ECE 122, ECE 125~~ Successful completion of ECE 122, 123, 124 and 125.
This is an experiential workshop course, focusing on the relevant factors affecting curriculum planning for groups of preschool children, with a focus on science, math, and social studies.

ECE 160
Introduction to Disabilities 3 credits
Prerequisite(s): Admission to ~~ECE diploma program~~ the Health and Human Services Certificate.
This course is intended to introduce students to specific disabilities, and the family, social, and educational issues that can be affected during the lifespan.

ECE 213
Atypical Development 3 credits
Prerequisite(s): Admission to the ECE diploma program or permission of department head.
~~Corequisite(s): ECE 223 and ECE 224~~

This course is an introduction to the understanding of the development of children with exceptionalities. A variety of disabilities will be discussed in depth, with consideration on how the emotional, social, cognitive-, motor, and communication development will be affected by the specific disability.

ECE 223 3 credits
Administration of Childhood Centres
Prerequisite(s): Admission to the ECE Diploma program or permission of department head.~~.~~
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.

ECE 224 3 credits
Working with Families
Prerequisite(s): Admission to ECE diploma or permission of department head.
~~Corequisite(s): ECE 223~~
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.

ECE 242 6 credits
Practicum: Special Needs
Prerequisite(s): Admission to ECE diploma program, ECE 213, and 260 or Permission of ~~the~~ department head
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.

ECE 243 6 credits
Practicum: Infancy
Prerequisite(s): Admission to ECE diploma program, ECE 213 and 269 or permission of department head.
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.

ECE 260 3 credits
Foundations of Working with Exceptional Children
Prerequisite(s): Admission to ECE diploma program or permission of department head.
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.

ECE 269 3 credits
Foundations of Infant Caregiving
Prerequisite(s): Admission to ECE diploma program or permission of department head.
This course provides an examination of historical methods of infant caregiving, the development of philosophies; and methods up to the present time.

ECE 281 3 credits
Programming for Special Needs
Prerequisite(s): Admission to the ECE Diploma program and ECE 213 and ECE 260 or permission of department head.
This course utilizes a problem-solving approach to the programming needs of exceptional children in nursery schools, daycare centres, kindergartens, and after-school programs.

ECE 282 3 credits
Programming for Infancy
Prerequisite(s): Admission to the ECE Diploma program. And ECE 213 and ECE 269 or permission of department head.
This course examines the theory and practice of infant care, from birth to age three.

ECE 291 1.5 credits
Current Developments in ECE I
(formerly ECE 491)
Prerequisite(s): None
A selection of current topics are addressed in workshop or mini-course format or as summer institutes. This course may be taken more than once for credit, provided the course content is different from that previously taken.

ECE 298 3 credits
Directed Studies in ECE I
(formerly ECE 498)
Prerequisite(s): None
This course provides students opportunities to work on research projects, directed readings, or additional course work in a specified area.

ECE 299 1.5 credits
Directed Studies in ECE II
(formerly ECE 499)
Prerequisite(s): None
This course provides students opportunities to work on research projects, directed readings, or additional course work in a specified area.

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Early Childhood Education/Child and Youth Care
ufv.ca/ece

Early Childhood Education ~~diploma~~ Diploma

After completing the certificate program you can continue your education and take advanced courses in more specialized areas. ~~Some of t~~The diploma courses ~~may be taken~~ are offered in the evening (except practicum) giving students the option of working in the daytime. Two program options are available for diploma students. The two programs share a common set of core courses and each requires a different set of specialty courses. Completion of the core courses (3), and one set of specialty courses (3) leads to registration as a special needs or infancy (under-three) supervisor. Check the timetable or contact the program coordinator for information about the current offerings. Accepted students may begin in September each year.

Entrance requirements

Completion of ECE certificate and a provincial licence to practice (UFV ECE graduates exempt).

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar.

Students who do not meet these requirements might consider the Child and Youth Care Studies program path.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see ~~S~~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. Application forms are also available from any OReg or Student Services office.

Additional documents required for a complete application:
- Copy of the ECE certificate and a provincial licence to practise (UFV ECE graduates exempt).
- Official transcripts if from another institution, showing completion of ECE certificate. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

2. After your application is received you will be contacted regarding any orientations or interviews which may be required.

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.

Program outline

Core diploma requirements

Course	Title	Credits
ECE 213	Atypical Development	3
ECE 223	Administration of Childhood Centres	3
ECE 224	Working with Families	3

Special Needs specialty

Course	Title	Credits
ECE 242	Practicum: Special Needs	6
ECE 260	Foundations of Working with Exceptional Children	3
ECE 281	Programming for Exceptional Children	3

Infancy specialty

Course	Title	Credits
ECE 243	Practicum: Infancy	6
ECE 269	Foundations of Infant Caregiving	3
ECE 282	Programming for Infants	3

Minimum number of credits needed to graduate for the diploma is 60. The 60 credits may be made up of certificate and diploma credits and approved electives as needed.

Certificate in Extended Studies in Early Childhood Education

These programs use the framework for Extended Studies in a Program to allow students who have completed the diploma in Early Childhood Education to be recognized for additional work to meet the Special Needs or Infancy specialties.

The credentials to be awarded are type B certificates:
- Certificate in Extended Studies in Early Childhood Education: Special Needs Specialty
- Certificate in Extended Studies in Early Childhood Education: Infancy Specialty

Entrance requirements

To be admitted students must have completed a ~~Diploma~~ Certificate in Early Childhood Education from UFV or equivalent.

The department may interview applicants to assess their particular needs. Admission will be granted on the basis of the ECE/CYC department's ability to meet the student's needs. The number of applicants accepted to the program may be restricted.

Program requirements

Students must complete the specialties as outlined in the UFV calendar.

In order to be awarded the ~~certificate~~ diploma students must have a GPA of at least 2.0 on the required courses. At least 25% of the credits must be completed at UFV.

Course listings

For complete details on courses see the course descriptions section.

Return to main Early Childhood Education/Child and Youth Care page

Early Childhood Education/Child and Youth Care
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UFV's Early Childhood Education certificate is a ~~three~~ four-semester program ~~leading~~ providing the educational component leading to provincial licensing as an early childhood educator. Students can continue into the Early Childhood Education diploma, which allows for specialization in special needs or infancy. A part-time Family Child Care certificate is also available through Continuing Studies.

~~At the second- or third-year level, students can~~ UFV's Child and Youth Care Program is a degree completion BA for working practitioners. It has entry points in either the 2nd or 3rd year level, and students with a related certificate or diploma may be able to ladder into the Bachelor of Arts degree in Child and Youth Care. A BA (CYC) — Child Protection Specialization ~~is~~ are also available.

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- **Bachelor of Arts degree in Child and Youth Care**
- **Child Protection specialization**

- **Child Life Professional Certification**

- **Certificate in Extended Studies in Child and Youth Care**

- **Early Childhood Education diploma**

- **Early Childhood Education certificate**

- **Certificate in Extended Studies in Early Childhood Education**

- **Family Child Care certificate (Continuing Studies)**

Course listings

For complete details on courses see the course descriptions section.

Early Childhood Education/Child and Youth Care
ufv.ca/ece

Early Childhood Education certificate

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UFV offers a certificate program at both the Abbotsford and Chilliwack campuses leading to registration in British Columbia as early childhood educators.

The certificate program includes basic courses in communications, interpersonal relations, child growth and development, working with children, and the early childhood curriculum. ~~Students in the ECE certificate program must maintain semester and cumulative grade point average of at least 2.33 (C+) in order to be awarded the certificate. Students who do not maintain the required cumulative GPA will be placed on Academic Warning for one semester. If they do not attain the required GPA they will need to meet with the program head before continuance in the program, and they may need to withdraw from the program.~~

Before taking practicum you will be required to obtain a TB clearance (as required as per Community Care Facilities Licensing Legislation), as well as a Rubella clearance and criminal record check.

After completing this program, graduates can be licensed as early childhood educators by the Provincial Licensing Board, with an additional 500 hours of supervised work and a first aid certificate.

Following completion of the certificate, students who wish to continue their studies can ladder into the ~~following~~ ECE diploma programs specializing in special needs and/or infancy~~:~~

~~• Early Childhood Education diploma~~
~~• Special Needs specialty~~
~~• Infancy specialty~~

~~E~~Entrance requirements

1. ~~1~~Suitability to work with children.
2. Secondary school graduation or equivalent
3. Completion of prerequisites for Engl 105 or equivalent
~~6. Attend an orientation and interview.~~

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~~5. Submit the Questionnaire www.ufv.ca/ece/ link to form Application Info.~~

~~Applicants must be 19 years of age or older before being accepted into~~ starting the practicum in ~~the program.~~

~~2. Be able to Ability to supply own transportation to field sites.~~

~~3. You mMust meet the prerequisites for CMNS 155 or ENGL 105. www.ufv.ca/calendar/~~

~~4. Satisfactory completion of interview or questionnaire.~~

~~Submit a letter of intent (a 300 – 400 word statement articulating your personal strengths, your interest in the ece field, how you have prepared, why you feel you are suited to work with young children)~~

~~5. Submit the Questionnaire www.ufv.ca/ece/ link to form – Application Info.~~

~~6. Attend an orientation and interview.~~

Field Code Changed

Students who do not meet these requirements might consider the Child and Youth Care Studies program path until they can meet requirements.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see Specific intake application process in the Admissions (OReg) Section of the Calendar.

How to apply

1. ~~1.~~ Submit your application online with 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, or a~~.~~ ~~A~~pplication forms are also available from any OReg or Student Services office
2. .Official transcripts from secondary school and any prior post-secondary institutions.
3. Additional documents required for a complete application:

~~Additional documents required for a complete application:~~

~~• ECE additional application form~~Interview q~~Q~~uestionnaire (available ~~at~~ ufv.ca/~~admissions/forms~~ece and go to Application Info~~)~~, Letter of Intent (a 250 word personal statement articulating your strengths, interest in the ece field, how you have prepared, and why you feel suited to work with young children. There is a checklist available (ufv.ca/ece and go to Application info) to guide you through the application process..~~.~~

~~• CPT or LPI score, or proof of registration for a CPT sitting.~~ Completion of prerequisites for Engl 105 (Grade 12 English with a C+ or higher or equivalent)

~~Documentation showing evidence of the prerequisite for CMNS 155 or ENG 105. (link to the course description in the calendar).~~

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If the prerequisite is being met through a college or university, ~~or~~ an official transcript is required ~~showing completion of course alternatives~~. To be considered official, transcripts must be ~~sent directly~~sealed and signed or directly from the sending institution ~~to UFV from the originating institution~~; see the Transfer Credit section for details.

~~2~~4. After your complete application is received and reviewed, ~~the Office of the Registrar~~the Office of the Registrar~~department~~ will forward your application to the ece department. The department will notify you of an orientation session that you must attend. If you do not attend ~~or~~ you must make arrangements with the ~~program~~ department~~head~~, ~~or you will not~~to be eligible for admission to the program.

~~After the orientation session, you will be required to obtain a TB (as required per Community Care Facilities Licencing Legislation) and Rubella clearance and criminal record check and be given a questionnaire to return or be assigned to an interview time.~~

~~3. Once the application is complete and all required documents received b~~Based on your ~~CPT score~~or English ~~requirements~~ and ~~,~~ questionnaire ~~and letter of intent, you will be interviewed and evaluated according along with~~ to the following ~~scale~~criteria~~:~~

~~• Physical health and readiness to work with children~~	~~35~~
~~• Prior relevant experience~~	~~25~~
~~• Interview/questionnaire~~	~~40~~
~~Total~~	~~100~~

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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.

~~Physical health and readiness to work with children, and prior relevant experience.~~

~~4. After the orientation session you will be required to:~~
~~• Submit a letter of intent~~
~~• Complete the questionnaire~~
~~• Submit CPT score or English mark~~
~~You will also be assigned an interview time.~~

~~5. Approximately eight weeks after the orientation you will be advised of the~~ The admission decisions will be made in April and notifications sent out in early May.~~May~~.

Following admission to the program you will be provided with course registration information.

If you do not register for courses and pay course deposits, your place will be given to the next person on the program waiting list and you must reapply to the program.

~~6. Admission decisions are made in October to November for a January start, and April to May for a September start. Start dates are as follows:~~

~~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.~~

Dates and locations

The program is offered part-time over four ~~five~~ semesters, with alternating programs starting in Chilliwack in ~~2012~~ 2014 and ~~2014~~2016, and in Abbotsford in ~~2013~~ 2015 and ~~2015~~2017.

~~Note: If you wish to begin taking courses at UFV while waiting for a space to become available in this program, it will be necessary to submit a separate application to take courses as a Child and Youth Care Studies student.~~

Regulations concerning practica

The ~~program~~ department head reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. Students are placed in a practicum setting in accordance with their professional background and current learning needs. ~~You~~ Students have the right to be informed in writing of the reasons for any change in placement. ~~You~~ Students may be required to withdraw from a practicum course if none of the available practicum agencies will accept ~~you~~him/her.

A criminal record check is required prior to practicum placement. **Upon admission to the program, students ~~need to~~will be asked to submit the criminal record check form to the Ministry of Public Safety and Solicitor General of the BC Government. These forms are available from the department assistant and advisor. This will ensure th~~te~~ Criminal Record Check clearance is processed before classes begin.**

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~~Students are required to provide their own transportation to and from practicum sites.~~

Fees and additional costs

See the Fees and Other Costs section of the UFV Calendar. ~~Books and additional supplies are about $100 per course.~~

You should be prepared to spend approximately $~~800~~ 500 per semester on books and supplies. You must also have your own means of transportation. Up to half of your program time will be

spent working in early childhood centres in the community. UFV takes no responsibility for students' transportation to field sites.

Students are encouraged to contact the Financial Aid and Awards office for information on loans, bursaries and work-study options.

Standing required for continuance:

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Students in the ECE certificate program must maintain semester and cumulative grade point average of at least 2.33 (C+) in order to be awarded the certificate. Students who do not maintain the required cumulative GPA will be placed on Academic Warning for one semester. If they do not attain the required GPA they will need to meet with the ~~program~~ department head before continuance in the program, and they may need to withdraw from the program.

Program outline

~~**Semester I**~~

~~Course~~	~~Title~~	~~Credits~~
~~ECE 100~~	~~Human Development~~	~~3~~
~~ECE 101~~	~~Intro. to Early Childhood Education~~	~~3~~
~~ECE 102~~	~~Intro. to Early Childhood Guidance~~	~~3~~
~~ECE 103~~	~~Intro. to Observing and Recording Behaviour of Young Children~~	~~3~~
~~HSER 120~~	~~Intro. to Interpersonal Communications~~	~~3~~
~~CMNS 155~~	~~Introduction to Workplace and Academic Communication~~	
~~or ENGL 105~~	~~Academic Writing (see Note)~~	~~3~~
~~Total~~		~~18~~

~~Note: CMNS 155 and 251 are the recommended series of courses.~~

~~**Semester II**~~

~~Course~~	~~Title~~	~~Credits~~
~~ECE 120~~	~~Human Development II~~	~~3~~
~~ECE 122~~	~~Introductory Practicum~~	~~6~~
~~ECE 123~~	~~Art in ECE~~	~~1.5~~
~~ECE 124~~	~~Music in ECE~~	~~3~~
~~ECE 125~~	~~Early Childhood Programs~~	~~3~~

~~Total~~ ~~16.5~~

~~Note: Students are required to complete all Semester I courses before taking Semester II courses.~~

~~**Semester III**~~

~~Course~~	~~Title~~	~~Credits~~
~~ECE 130~~	~~Presenting Literature to Children~~	~~3~~
~~ECE 132~~	~~Nutrition, Health and Safety~~	~~3~~
~~ECE 133~~	~~Advanced Practicum~~	~~6~~
~~ECE 135~~	~~The Process of Curriculum Development~~	~~3~~
~~One of:~~		
~~CMNS 251~~	~~Professional Report Writing~~	
~~or ENGL~~	~~One of ENGL 120-170 (see Note 1)~~	~~3~~
~~Total~~		~~18~~

~~Note 1: CMNS 155 and 251 are the recommended series of courses.~~

~~Note 2: Students are required to complete all Semester II courses before taking Semester III courses.~~

PROGRAM OUTLINE - ECE Requirements:

Non-ECE requirements: one of CMNS 155/125 or English 105 and HSER 120 (3 credits each)

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Students will follow order of courses listed

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Semester 1 Fall	September-December	
ECE 100	Human Development I	3
ECE 101	Foundations of ECE	3
ECE 103	Intro to Observing & Recording	~~3~~
	Behaviour of Young Children	3
Semester 2 Winter	January - April	
ECE 102	Intro to Early Childhood Guidance	3
ECE 120	Human Development II	3
ECE 132	Nutrition, Health & Safety	3
Semester 3 Fall		
ECE 122	Introductory Practicum	6
ECE 123	Art in ECE	1.5
ECE 124	Music in ECE	3
ECE 125	Early Childhood Programming	3
Semester 4 Winter		
ECE 130	Presenting Literature to Children	3

ECE 133	Advanced Practicum	6
ECE 135	Process of Curriculum Development	3
Total credits	Including CMNS/ENG and HSER 120 (6 cr)	49.5 credits

Course listings

For complete details on courses see the course descriptions section.

Return to main Early Childhood Education/Child and Youth Care page

Hi Laura:

Attached are the documents for Faculty Council's approval for calendar changes to the BACYC.

See below the original memo sent to Dr. Rosetta Khalideen on October 21, 2013 regarding calendar changes. The following are comments/suggestions made by the Campus Wide Consult along with my comments in bold uppercase red type.

TO: Campus-Wide Consultation
Dr. Rosetta Khalideen, Dean of Professional Studies
FROM: *Dr. Maple Melder Crozier, Dept Head of ECYC*
DATE: 21 October 2013
RE: ***Revised program - Rationale for changes to ECE and CYC***

This memo is to explain the changes in our most recent edit of Calendar Copy for our department.

CYC Degree

The wording for several courses has changed in our programs for clarity and specificity. There are changes that have been approved by UEC that are not reflected in the Calendar Copy, and we are trying to make both the Calendar and our current practice consistent (for instance, the reducing of credits from 9 to 6 of CYC 310 and 410).
We changed credits from 42 to 45 for upper level due to the addition of CYC 302 and CYC 402 to the curriculum after approval at the 24 Apr 2009 UEC meeting. This change in credit value is to reflect that addition.
We have adjusted the wording for the English requirement to increase clarity for students when they choose their courses, as ENG 104 and 165 do not meet the English requirement criteria.
Since 1993 our program requires that all core courses are completed at a C+ level or higher, so this has now been added to the prerequisites in several courses just to be clearer for students, nothing has changed.
CYC 394 has been replaced by CYC 302.

From: Rhonda Colwell
Sent: October-28-13 12:25 PM
To: Doris Ball; cwconsult; Maple Melder-Crozier
Cc: Rosetta Khalideen; Ashley Hoogendoorn
Subject: RE: ECE Certificate and Diploma Program changes

Hi everyone,

I have read this proposal and I have noticed the following items:

Some of the Learning Outcomes section of the presented ECE course outlines use "understand". I suggest that you contact Samantha or Ashley for help with re-writing these. "Understand" is not measurable and will be flagged at the UEC mtg.
THE WORD "UNDERSTAND" HAS BEEN REMOVED FROM EVERY COURSE OUTLINE IN THE "LEARNING OUTCOMES" SECTION AND REPLACED WITH ANOTHER WORD I.E. INTERPRET, IDENTIFY OR RECOGNIZE DEPENDING ON THE CONTEXT.

Some of the ECE course prerequisites use the phrase "successful completion of". The minimum grade to satisfy course prerequisites is a C- unless a higher grade is included. How does your dept define "successful completion of"? I suggest that you remove this phrase from all course outlines. If your dept does want the minimum grade to be higher than a C-, please include the minimum grade required.
FOR THE ECE PROGRAM, WE REQUIRE THAT STUDENT RECEIVE A MINIMUM OF A C+ NOT FOR EACH COURSE BUT AS A MINIMUM TERM GPA OF 2.33. WE WERE NOT SURE HOW TO WORD THAT. ANY SUGGESTIONS? WE DO HAVE IT LISTED IN THE CALENDAR CURRENTLY JUST BEFORE THE "ENTRANCE REQUIREMENTS" SECTION.
"Students in the ECE Certificate program must maintain semester and cumulative grade point average of at least 2.33 (C+) in order to be awarded the certificate.

Some of the ECE course prerequisites also state "first year of the ECE Certificate". To make this clear for students, I suggest that you list out the specific ECE courses. I expect that this will make it easier for Banner to be coded for these prerequisites. I suggest that you contact Darren to confirm this.
WE WILL BE LISTING OUT THE SPECIFIC COURSES THAT CONSTITUTE "FIRST YEAR OF THE ECE CERTIFICATE".
Some of the ECE course outlines list a Course Revised Implementation Date of January 2013. My assumption is that this is a mistake because January 2013 has already come and gone.
THE DATE WAS MISSED ON SOME COURSE OUTLINES, AND THEY NOW HAVE ALL BEEN CHANGED TO MAY 2014 AS THEH COURSE REVISED IMPLEMENTATION DATE AND MAY 2020 AS THE COURSE TO BE REVIEWED DATE.
The Course Content section is missing from ECE 130.
IT WAS SENT TO ME THAT WAY, WE WILL BE ADDING THE COURSE CONTENT TO THIS COURSE OUTLINE.
Thanks,
Rhonda

From: Samantha Pattridge
Sent: November-05-13 1:13 PM
To: Rhonda Colwell; Doris Ball; cwconsult; Maple Melder-Crozier
Cc: Rosetta Khalideen; Ashley Hoogendoorn
Subject: RE: [CWC] BACYC wording/prerequisite changes

Hi all,

I agree with Rhonda that the list of "or equivalent" courses should be defined to reduce confusion. If the intent is to allow a range of ENGL or CMNS courses, perhaps different wording would work better. However, if the intent is to focus on the courses that specifically teach writing skills, the "or equivalent" should be removed.
WE DO NOT KNOW HOW TO STREAMLINE THE ALTERNATIVE TO "OR EQUIVALENT (UNDER COURSE OUTLINE SECTION). ANY SUGGESTIONS?
WE INCLUDED THE WORDING "OR EQUIVALENT" FOR THOSE THAT ARE TRANSFERRING IN COURSES IF THEY HAVE AN EQUIVALENT TO THESE COMMUNICATIONS OR ENGLISH COURSES LISTED. WE WERE TRYING TO BE ACCOMODATING.

I have another question about the ENGL and CMNS changes. What is the rationale for these changes?
THE RATIONALE FOR THESE CHANGES IS TO BE LESS LIMITING AND TO INCLUDE TWO CMNS AND EQUIVALENT, AND ANY FIRST YEAR ENGLISH AND EQUIVALENT. WE HAVE TO LIMIT CERTAIN ENGLISH COURSES TO USE AS ENGLISH REQUIREMENTS BECAUSE THEY HAVE NO PREREQUISITES.

I think it might make more sense to require ENGL 105 and CMNS 251, since these two courses are complementary. ENGL 105 focuses on composition, and CMNS 251 (for which ENGL 105 is a prerequisite) focuses on workplace report writing. It makes more sense for students to take these two than to take ENGL 105 **and** CMNS 155, half of which also focuses on composition. I know the options are limited with this change, though, and it is possible you have a different reason for making the change than the one I am assuming.
WE HAVE A LOT OF TRANSFER STUDENTS SO WE WERE TRYING TO NOT BE LIMITING. IF THESE TRANSFER STUDENTS CAN HAVE SOMETHING DIFFERENT WHY WOULD WE WANT TO LIMIT OUR STUDENTS.
I AGREE AND UNDERSTAND WHAT YOU MEAN ABOUT ENG 105 AND CMNS 251, I RECOMMEND TO OUR STUDENTS THAT THOSE TWO COURSES ARE A VERY GOOD COMBINATION. HOWEVER, THERE ARE A LOT MORE TO CONSIDER ON A LARGER SCALE.

Finally (speaking from a UEC perspective), the implementation dates can be left blank until the courses have been approved, after which Ashley will add in the appropriate date.
THANKS FOR YOUR COMMENT ON THE IMPLEMENTATION DATE.

Thanks for your responses, Doris. I think I understand your intent now.

You can remove "or equivalent" from the CMNS and ENGL course listings, since it is understood institution-wide that equivalent transfer courses can be used in place of these specific courses. I think this change makes sense to me.

Thanks for the chance to comment,

Samantha

Samantha Pattridge
Department Head, Communications
University of the Fraser Valley
604-504-7441 local 4177
Samantha.Pattridge@ufv.ca

From: Doris Ball
Sent: Thursday, November 07, 2013 5:16 PM
To: Rhonda Colwell; cwconsult; Maple Melder-Crozier
Cc: Rosetta Khalideen; Ashley Hoogendoorn
Subject: RE: [CWC] BACYC wording/prerequisite changes

Calendar Copy document

Under the Graduation section, I suggest that you check with Shelaugh/Michelle about the program requirements completion date. My understanding is that April 30th is the institutional deadline in order to be included in the June Convocation ceremony. Our Winter semester has not ended by March 31st.
THE DATE MARCH 31ST IS WHEN STUDENTS ARE APPLYING FOR THE PROGRAM IT HAS NOTHING TO DO WITH ENTRANCE REQUIREMENTS OR GRADUATION YET.

Under the Program Outline section, within the First Year courses, I suggest you change "ENGL 105 or equivalent (Not ENGL 104 or ENGL 165)" to "ENGL 105 or equivalent (excluding ENGL 104 and ENGL 165)". I also suggest that you define your list of "or equivalent" courses for the CMNS and ENGL requirements as students will ask this question.
WE WILL CHANGE THE WORDING TO: ENGL 105 OR EQUIVALENT (EXCLUDING ENGL 104 AND ENGL 165)"

Under the Program Outline section, Note 2 is a bit clunky. I suggest something along the lines of - " Recommended university-level elective courses: Anthropology, Criminology, Psychology, Sociology, or any relevant area of interest to the student."
NOTE 2 WILL BE CHANGED TO " RECOMMENDED UNIVERSITY-LEVEL ELECTIVE COURSES: ANTHROPOLOGY, CRIMINOLOGY, PSYCHOLOGY, SOCIOLOGY, OR ANY RELEVANT AREA OF INTEREST TO THE STUDENT."

Course Outlines

For CYC 210, I suggest a re-ordering of the prerequisites to "CYC 101 with a C+ or higher and a departmentally approved related certificate or diploma or 30 university transfer credits of permission of department head".
GOOD SUGGESTION

For CYC 220, the prerequisites has the "related" removed from the departmentally approved certificate or diploma phrase. Related was not removed from the CYC 210 prerequisites. It doesn't matter to me which phrase is used, but I am requesting that one version is chosen and used for all.
"RELATED" SHOULD HAVE BEEN CROSSED OUT UNDER THE CYC 210 PREREQUISITES AND IT HAS BEEN CROSSED OUT NOW.

For the 300-level CYC courses, I suggest that you contact Darren about the prerequisites phrase of "completion of all CYC 200-level Core courses with a C+ or higher". I expect that this causes issues with Banner coding. For clarity purposes, I suggest something along the lines of "Admission to the CYC Degree program and a C+ or higher in each of CYC 202, 210, 220, 267, 268".

FOR THE 300 LEVEL CYC COURSES, WE WILL BE USING THE WORDING AS SPECIFIED: "ADMISSION TO THE CYC DEGREE PROGRAM AND A C+ OR HIGHER IN EACH OF CYC 202, 210, 220, 267, 268".

For a course such as CYC 321, I suggest something along the lines of "Admission to the CYC Degree program, a C+ or higher in each of CYC 202, 210, 220, 267, 268, and CYC 320".
FOR CYC 321 AND 341 WE WILL USE THE RECOMMENDED WORDING AS OUTLINED FOR CYC 321: "ADMISSION TO THE CYC DEGREE PROGRAM, A C+ OR HIGHER IN EACH OF CYC 202, 210, 220, 267, 268, AND CYC 320".

For CYC 340, I suggest that you define which "developmental psychology course" you will accept for the prerequisites. Is it PSYC 250 only? Or will you also accept PSYC 351, 355, 356, 357? Or SOWK 283?
FOR CYC 340 WE WILL WORK ON BEING MORE SPECIFIC WITH THE DEVELOPMENTAL PSYCHOLOGY COURSE REQUIRED. WE WILL MOST LIKELY USE PSYC 250, 351, 355 AND 357 AND SAY ONE OF THESE. AS WELL AS EQUIVALENCY FOR THOSE STUDENTS WHO TRANSFERRED OR ARE TRANSFERRING COURSES IN.

For CYC 390 and CYC 490, I think the "or" should be an "and" - Admission to the CYC degree program and permission of department head. These are DIS courses and most disciplines require written consent of the supervising faculty member and/or permission of department head for their DIS courses.
THANKS FOR THE SUGGESTION.

I have the same request for the 400-level CYC course prerequisites that state completion of 300-level CYC core courses with a C+ or higher as for the 300-level CYC courses.
Admission to the CYC degree program and a C+ or higher in each of CYC 302, 310A, 310B, 320, 321, 340, and 341.
THE WORDING WILL BE CHANGED TO THE RECOMMENDED: ADMISSION TO THE CYC DEGREE PROGRAM AND A C+ OR HIGHER IN EACH OF CYC 302, 310A, 310B, 320, 321, 340, AND 341.

For CYC 310, there is a note under the Calendar Description which outlines when the student is expected to complete CYC 310A and CYC 310B. This note is missing from CYC 410. Does this mean that students ***are not*** required to complete CYC 410A in Fall, CYC 410B in Winter, that A and B need to be completed in the same academic year, and that both need to be completed in order to receive credit?

FOR CYC 410 WE WILL INCLUDE THE NOTE: **NOTE: CYC IS A FULL-YEAR COURSE. CYC 410A IS NORMALLY OFFERED SEPTEMBER-DECEMBER AND CYC 410B FOLLOWS IN JANUARY TO APRIL.**
CYC 410B MUST BE TAKEN IN THE SAME ACADEMIC YEAR AS CYC 410A. STUDENTS MUST TAKE BOTH TO RECEIVE CREDIT.

For CYC 410 pre or corequisites section, I suggest listing out the "400-level CYC core courses".
FOR CYC 410 PRE AND COREQUISITE, WE WILL INCLUDE ALL 400 LEVEL CORE COURSES, THIS IS WHAT IT WILL LOOK LIKE:
CYC 402, 423, 425, 467, 468, 469

For both CYC 310 and 410, are the students assigned a letter grade? Or are they CR/NCR based? I think this should be stated explicitly on the course outlines.
FOR CYC 310 AND 410 STUDENTS ARE GIVEN A LETTER GRADE. NOTED THAT THAT THIS WILL BE STARTED ON THE COURSE OUTLINE FOR CYC 310 AND 410.

For CYC 423, the prerequisites include "or permission of instructor". This is the first one I have come to with instructor identified. The others have stated "or permission of department head". Again, for clarity and consistency purposes, I suggest that one phrase is chosen and used in all course prerequisites.
THE PREREQUISITE FOR CYC 423 WILL STATE: ADMISSION TO THE CYC DEGREE PROGRAM OR PERMISSION FROM DEPARTMENT HEAD.
For CYC 496, is it possible to more clearly define the "Disability Issues within Child Welfare" under the Course Content section?
THE COURSE CONTENT WILL BE DEVELOPED BY THE INSTRUCTOR.

Several of the outlines have a previous course number listed in the Synonymous Course section in the (a) Replaces category. Do you think enough time has elapsed since the offering of the "old" course number that this reference can be removed? If not, can the following note be added under the Calendar Description? I will use CYC 267 as the example.
Note: Students with credit for CYC 252A may not complete CYC 267 for further credit.
I TALKED TO ASHLEY HOOGENDOORN AND WE CONSULTED WITH SHELAUGH THOMSON IN OREG AND THE "FORMERLY" HAS BEEN REMOVED. ENOUGH TIME HAS ELAPSED TO DROP IT. I ALREADY CHECKED THE TIME PERIOD WHICH IS 5 YEARS OR MORE.

As with the ECE course outlines Learning Outcomes section, the CYC course outlines will need to be reviewed in order to re-word the outcomes which start with "Understand".
THE ECE AND CYC LEARNING OUTCOMES SECTION WILL BE REVIEWED TO ELIMINATE THE WORD "UNDERSTAND".

As with the ECE course outlines Course Revised Implementation Date, the CYC course outlines which state September 2013 will need to be changed as this date has already come and gone.
THE COURSE REVISED IMPLEMENTATION DATE WILL BE CHECKED AND MADE SURE THAT MAY 2014 IS LISTED FOR EACH ONE SO THEY ARE CONSISTENT.

I trust this addresses your questions of our changes to Calendar Copy!
The notice required in the Calendar for changes is understood.
Respectfully submitted,

Doris Ball

UNIVERSITY OF THE FRASER VALLEY

Department Assistant/Advisor
Early Childhood/Child and Youth Care Department

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Success is the ability to go from one failure to another with no loss of enthusiasm. Winston Churchill

Cumulative

Early Childhood Education/Child and Youth Care
ufv.ca/ece/cyc

Bachelor of Arts in Child and Youth Care degree

This program provides degree-completion opportunities for students from a range of human service disciplines. The CYC program is tailored to part-time students and those already in the workforce, with core course offerings scheduled for afternoons and evenings. Students without a background in the human services field may apply to the program following successful completion of entrance requirements.

The BA in Child and Youth Care is designed to offer credit-based professional education to practitioners in human services agencies working with children, youth, and families. Most child and youth care workers are balancing agency, family, personal, and professional needs as they pursue training or upgrading in an increasingly demanding and complex field.

Child and youth care is an expanding field. It crosses a range of work settings and areas of practice, including residential/group home programs, regular and alternative school programs, day care and early childhood programs, child life/hospital-based programs, youth justice/ probation/young offender programs, special needs foster care, parent/counsellor resources, programs for people with mental disabilities, and early intervention and child development centres.

Workers, supervisors, managers, and trainers in these programs bring a diverse set of backgrounds and credentials to their positions. Increasingly, an undergraduate degree is sought by employers for the more desirable employment situations in most areas in the field. This has led to a growing number of practitioners in line supervision and management positions investing in professional education to complete this BA degree.

The breadth of the child and youth care field requires a primary curriculum focus on ~~generic~~ development and social competence as a context for therapeutic intervention.

The degree is awarded following successful completion of a minimum of 120 ~~30~~ recognized credits. You may enter the program upon completion of related certificate and diploma programs, or one full year of university-level courses, providing they meet the program requirements. The 200-level CYC courses may be taken by students prior to acceptance into the degree program with permission of the department head if seats are available. The program of study includes core and elective courses.

Entrance requirements

1. Admission to the CYC program requires at least 30 credits of work as defined below:

a. 30 credits of university-level courses with a grade point average of at least 2.33 (C+), including six credits of first year English (excluding ENG 104 and ENG 165) and/or Communications with a minimum combined grade point average of~~n~~ the six credits of C+ or better
or
b. A certificate in Early Childhood Education or other human service certificate program with a grade point average of at least 2.84 (B), including six credits of first year English (excluding ENG 104 and ENG 165) and/or Communications with a minimum combined average on the six credits of C+ or better. ~~(see Note).~~

~~Note:~~ Students who have completed an ECE or other human services certificate or diploma program with a 2.84 (B) average or higher may be given block credit for this training (up to 30 credits for a certificate and up to 60 credits for a two-year diploma).

2. An orientation ~~and interview~~ is ~~normally~~ required prior to admission to the program. ~~Paid or and volunteer experience with children or youth in a program setting is considered in the admissions decision.~~ See Basis for admission decision details below.

It is strongly recommended that applicants for the program have a current first aid certificate ~~and updated Rubella and TB clearance~~.

Students who do not meet these requirements might consider the Child and Youth Care Studies program path.

When to apply

Applications are accepted for entrance to the Fall semester only. ~~For application deadlines, see Specific intake application process.~~ b~~B~~eginning October 1st for the following year. Applications are accepted until Jan 31st and may be extended to Mar 31st.

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How to apply

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

Additional documents required for a complete application:

• An official sealed transcript from every post-secondary institution you have attended, whether or not you have completed courses there (transcripts received in the original sealed envelope of the issuing institution are considered to be official).
• Letter of intent outlining past experience and career objectives.

• Questionnaire with your r~~R~~esponses to a series of provided questions ~~(questionnaire)~~
~~• An official sealed transcript from every post-secondary institution you have attended, whether~~

~~or not you have completed courses there (transcripts received in the original sealed envelope of the issuing institution are considered to be official).~~

- Resume.
- Two reference letters (one personal and one professional).

2. Students seeking application to the CYC degree program are required to attend an orientation. ~~Once your application is complete,~~Contact the department assistant/advisor to ~~you will~~ be informed of the orientation date and time.

3. You will be advised of an admission decision and provided with registration information. A deposit is required ~~when you~~to register for courses (see the Fees and Other Costs section). This money will be applied toward your tuition fees.

Basis for admission decision

Admission will be on a competitive basis. Meeting the minimal requirements does not guarantee admission. ~~Applications for the Fall semester must be received by January 31.~~ Applications received after ~~this~~e deadline of January 31st ~~,~~ will be considered if space is available in the program. Complete applications will be evaluated according to the following categories, for a total of 100 points:

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1. Academic history/GPA (30 points)
2. Work experience (20 points)
3. Volunteer experience (15~~20~~ points)
4. Letters of reference and resume (15 points)
5. ~~Applicant essay~~ Letter of Intent ~~(~~15~~0~~ points)
6. Attendance at an orientation session (5 points)

Fees and additional costs

See the Fees and Other Costs section.

~~Visiting students~~

~~Since the CYC courses in the program are transferable to the University of Victoria, some students may wish to take them at UFV for the purpose of completing their studies at UVic. UVic students require a Letter of Permission from UVic as well as an application to UFV as a visiting student. Please consult the Registrar's office at UVic. Applicants visiting from other institutions may not receive the same priority in registration as UFV students.~~

~~Courses at UVic and other institutions~~

Distance Courses

Students who wish to pursue the degree program more quickly than the ~~part-time~~ offerings at UFV allow, may arrange to take B.C. University distance education courses ~~through UVic~~ on an

individual basis. You must obtain permission in advance from the UFV ~~program~~ department head.

~~A Request for Letter of Permission form for this purpose may be obtained from the Office of the Registrar. You must still apply to UVic as a visiting student.~~

Total transfer and course challenge credits may not normally exceed 90 credits; however, students pursuing a second degree are permitted to transfer a maximum of 50% of the CYC degree credits from their previous degree. All CYC degree requirements must be met. ~~Not more than 18 upper-level (300 and 400 course numbers) credits will count toward the upper-level requirements for the degree.~~

Graduation

All degree candidates must complete and submit the Request to Graduate form to the Office of the Registrar (OReg) by April 1.

All program requirements must be completed by April 30. This includes any transfer credits from other institutions. Students who enrol in the Summer semester to complete their program will qualify for the following year's graduation.

Standing required for continuance

In order to graduate from the BA in CYC, a C+ or higher is required in the following:

- All CYC core courses
- ENGL/CMNS requirements (the average grade of two courses)
- Developmental psychology requirement.

Students will be required to maintain a cumulative grade point average and semester grade average of C+ (GPA 2.33) or higher. Students who fail to meet the required semester and/or cumulative GPA will be placed on academic warning. Students will be expected to repeat any course from the categories listed above if they received lower than a C+ grade. If a student fails to meet the GPA requirements after being placed on academic warning, they may be withdrawn from the program.

Students receiving academic warning for low grades or unacceptable student behaviour, will not normally be permitted to participate in the practicum component of the program. or continue in the program until the unacceptable grades or behaviours are rectified.

Regulations concerning practica

The department head reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. Students are placed in practicum settings in accordance with their professional background and current learning needs. You have the right to be informed in writing of the reasons for any change in

placement. You may be required to withdraw from a practicum course if none of the available practicum agencies will accept you.

A criminal record check is required prior to practicum placement. ~~This~~It is the responsibility of the student to initiate, pay for, and ensure the form is submitted in a timely manner (at least a month before Practicum is suggested).

Students are required to provide their own transportation to and from practicum sites.

A special note about practicum: Field experience is an integral part of the CYC degree. Students will complete two, 300-hour practica while in the program. There are a variety of excellent practicum sites in the Fraser Valley and throughout the Lower Mainland available to our students. The CYC faculty ha~~ve~~s links to many agencies and organizations in the child and youth care field. Different sites have different requirements regarding the amount and schedule of time a student will need to spend there, in order to provide the best learning and experience. If you are currently working in a regular position, be prepared to adjust your schedule to meet the demands of practicum~~a~~, where 10 hours or ~~usually~~ approximately 2 days per week are expected (over a two-semester period). Some students save up vacation time; others have taken a leave to complete the required field experience hours.

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Program requirements

Completion of at least 120 credits with a minimum grade point average of 2.33. At least ~~42~~ 45 of these credits must be upper-level (300-400).

Program outline

First year

Course	Title	Credits
CMNS 155 or 251	Introduction to Workplace and Academic Communication or ~~(see Note 1)~~Professional Report Writing	3
~~CMNS 251~~ENG 105	~~Professional Report Writing (see Note 1)~~ Academic writing (excluding ENG 104 or ENG 165)	3
PSYC 101	Introduction to Psychology I (see Note ~~2~~1)	3
PSYC 102	Introduction to Psychology II (see Note ~~2~~1)	3
CYC 101	Introduction to Child and Youth Care	3
Elective	Approved by department (Note 2)	3
Elective	Approved by department	3
Elective	Approved by department	3

Elective	Approved by department	3
Elective	Approved by department	3
Total		30

~~Note 1: CMNS courses can be replaced with first-year and second-year university-level English.~~

Note ~~2~~1: PSYC 101 and 102 are prerequisites to PSYC 250.

Note 2: Recommended university-level elective courses: Anthropology, Criminology, Psychology, Sociology or any relevant area of interest to the student.

~~Note 3: Graduates of approved ECE certificate and diploma programs are eligible for block transfer credits.~~

Second year

Course	Title	Credits
CYC 202	Aboriginal Perspectives of CYC Practice	3
CYC 210	Professional Practice in Child and Youth Care	3
CYC 220	Theoretical Foundations for Child and Youth Care	3
CYC 267	Introduction to Working with Individuals in Child and Youth Care	3
CYC 268	Introduction to Working with Groups and Families in Child and Youth Care	3
PSYC 250	Introduction to Developmental Psychology	3
Elective	Approved by department (note 2)	3
Elective	Approved by department	3
Elective	Approved by department	3
Elective	Approved by department	3
Total		30

Third year

Note: Students may not register for 300-level core CYC courses until they have completed all 200-level core CYC courses and are admitted to the program.

Course	Title	Credits
CYC 302	Child and Youth Perspectives on Mental Health and Substance Misuse	3
CYC 310	Supervised Practicum	6

A/B		
CYC 320	Administration in CYC Practice	3
CYC 321	Critical Issues in Current CYC Practice	3
CYC 340	Developmental Theory in CYC Practice	3
CYC 341	Applying Developmental Theory in CYC Practice	3
Elective	Approved by department	3
Elective	Approved by department	3
Elective	Approved by department	3
Total		30

Fourth year

Note: Students may not register in any 400-level core CYC courses, except 423 and 425, until they have completed all CYC 200- and 300-level core courses.

Course	Title	Credits
CYC 402	Community and Interdisciplinary Relationships ~~in CYC~~	3
CYC 410A/B	Advanced Supervised Practicum	6
CYC 423	Research Methods in CYC	3
CYC 425	Data Analysis in CYC	3
CYC 467	Advanced Skills with Individuals in CYC	3
CYC 468	Advanced Skills with Groups in Child and Youth Care	3
CYC 469	Advanced Skills with Families in CYC	3
Elective	Approved by department	3
Elective	Approved by department	3
Total		30

~~Recommended areas for elective courses could include arts, science, human services, English, and criminology.~~ Electives must be university level. CYC-sponsored electives may also be offered under courses CYC 260, 360 and 460. To confirm elective transferability, contact the ECE/CYC ~~program~~ department head.

Child Protection specialization

For program information on the Bachelor of Arts in Child and Youth Care — Child Protection specialization, please see this section.

Child Life ~~Professional Certification~~ stream

Students completing the Bachelor of Arts in Child and Youth Care who are interested in meeting the eligibility requirements for the Child Life Professional Certification Examination should contact the ECE/CYC ~~program~~ department head. Please see childlife.org for more details about CCLS requirements.

Certificate in Extended Studies in Child and Youth Care

Students who have completed the Bachelor of Arts in Child and Youth Care can be recognized for additional work to meet the Child Protection Specialization. Please see this section for more details.

Course listings

For complete details on courses see the course descriptions section.

Return to main Early Childhood Education/Child and Youth Care page

Child and Youth Care
Note: For Transferability of CYC courses, see the Child and Youth Care Education Consortium of B.C.'s website at www.cycec.bc.ca for transfer agreements.

English Language Requirements
Students registering in post-secondary level courses (numbered 100 to 499) will be required to meet the English language entrance proficiency requirements. Students in ESL or the University Foundations programs can register in those courses identified in the University Foundations program with lower levels of language proficiency.

Find a course you like? Click here to check the timetable.

CYC 101 3 credits
Introduction to Professional Child and Youth Care
Prerequisite(s): None
This course presents an overview of the child and youth care field. It is a required course for program students; however, it is also available for non-program students. Content includes a survey of the history and role of the child and youth care practitioner across a broad spectrum of settings.
Note: Students with credit for CYC 201 cannot take this course for further credit.

CYC 202 3 credits
Aboriginal Perspectives in Child and Youth Care Practice
Prerequisite(s): Departmentally-approved certificate or diploma, or 30 university-transfer credits, or
permission of the ~~program~~ department head
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 Stó:lõ 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.

CYC 210 3 credits
Professional Practice Issues in Child and Youth Care
~~*(formerly CYC 200B)*~~
Prerequisite(s): CYC 101 with a C+ or higher , and a d~~D~~epartmentally approved ~~related~~ certificate or diploma or 30 university-transfer credits or permission of the ~~program~~ department head.
This course explores child and youth care professional practice issues within the context of ethics, professional identity, and interdisciplinary approach. Skills for written and verbal communication are advanced throughout the course as well as workplace standards for documentation. The course will look at legislation governing child and youth care practice.

CYC 220 3 credits

Theoretical Foundations for Child and Youth Care

~~*(formerly CYC 200A)*~~

Prerequisite(s): Departmentally approved ~~related~~ certificate or diploma or 30 university-transfer credits or permission of the ~~program~~ department head

This course introduces theories of behaviour change, a systems orientation to personal and organizational change, and a normative developmental approach as a basis for developing a personal/professional theoretical perspective for child and youth care practice.

CYC 260 3 credits

Special Topics in Child and Youth Care

Prerequisite(s): Admission to the CYC degree program or permission of the ~~program~~ department head

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

CYC 267 3 credits

Introduction to Working with Individuals in Child and Youth Care

~~*(formerly CYC 252A)*~~

Prerequisite(s): Departmentally approved ~~related~~ certificate or diploma or 30 university-transfer credits or permission of the ~~program~~ department head

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.

CYC 268 3 credits

Introduction to Working with Groups and Families in Child and Youth Care

~~*(formerly CYC 252B)*~~

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

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.

CYC 302 3 credits

Child and Youth Care Perspectives on Mental Health and Substance Misuse

Prerequisite(s): Admission to the CYC Degree ~~P~~program and ~~successful~~ completion with a C+ or higher in each of ~~all CYC 200 level core courses, including~~ CYC 202, CYC 210, CYC 220, CYC 267, and CYC 268

This course focuses on providing the child and youth care student with a working knowledge of the mental health care and addictions treatment fields, along with an understanding of current issues and trends in both fields. Students will be expected to examine their own beliefs about mental health and engage in personal reflection on the role of addictive behavior and the links with relationships and personal ecology.

CYC 310 ~~9~~ 6credits
Supervised Practicum
Offered as CYC 310A/310B
Prerequisite(s): Admission to the CYC degree ~~Program~~program, and a C+ or higher in each of CYC 202, 210, 220, 267, 268.
Pre- or corequisite(s): CYC 320, CYC 321, CYC 340, CYC 341~~(formerly CYC 301A, CYC 301B, CYC 338A, CYC 338B)~~

This course requires students to work directly with children/youth in a supervised practice situation in order to promote professional skill acquisition and integration. Emphasis is placed on observation and recording skills, understanding the structure and functioning of a service agency, and fostering an awareness of professional functioning in relation to children, youth, and agency workers. Attention will also be given to development of beginning-level case planning, intervention, and case presentation skills with both one-to-one and group focus.

Note: CYC is a full-year course. CYC 310A is normally offered September-December and CYC 310B follows in January to April.
CYC 310B must be taken in the same academic year as CYC 310A. Students must take both to receive credit.

CYC 320 3 credits
Administration in CYC Practice
~~***(formerly CYC 301A)***~~
Prerequisite(s): Admission to the CYC degree program and ~~successful completion of all CYC 200-level core courses~~ a C+ or higher in each of CYC 202, 210, 220, 267, 268.
This course integrates theory and practice in the application of child and youth care by focusing on assessment, case planning, and intervention using major therapeutic approaches and their associated models for case management.

CYC 321 3 credits
Critical Issues in Current CYC Practice
~~***(formerly CYC 301B)***~~
Prerequisite(s): ~~CYC 320,~~ aAdmission to the CYC degree program, ~~and all CYC 200-level core courses~~and a C+ or higher in each of CYC 202, 210, 220, 267, 268 and CYC 320~~.~~

This course examines issues that are pertinent and critical in the lives of children and youth.

Students will analyze areas of practice, and demonstrate competence in real or simulated examples using professional knowledge, skills, values, and styles.

CYC 340 3 credits
Developmental Theory in CYC Practice
~~*(formerly CYC 338A)*~~
Prerequisite(s): Admission to the CYC degree program, ~~successful completion of all CYC 200-level core courses,~~and a C+ or higher in each of CYC 202, 210, 220, 267, 268. and ~~the~~ equivalent to one developmental psychology course with a C+ or higher.
This course focuses on the understanding of developmental theory. The content examines the history of eight contemporary theories and relevant implications in practice with children, youth, and their families. The context of the ecological model is used as a unifying construct for considering all work with children, youth, and families with this course material.

CYC 341 3 credits
Applying Developmental Theory to CYC Practice
~~*(formerly CYC 338B)*~~
Prerequisite(s): ~~CYC 340, a~~Admission to the CYC degree program, and ~~all CYC 200-level core courses~~ a C+ or higher in each of CYC 202, 210, 220, 267, 268, and CYC 340..

This course focuses on the clinical application of contemporary developmental theory. The content examines the application of eight contemporary theories to the various community agencies, and issues relevant to the field of practice with children, youth, and their families. The course emphasizes program design and professional practice for all work with children, youth, and families.

CYC 360 3 credits
Special Topics in Child and Youth Care
~~*Developed in partnership with the University of Victoria*~~
Prerequisite(s): Admission to the CYC degree program or permission of the ~~program~~ department head
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.

CYC 390 6 credits
Directed Studies in Child and Youth Care
~~*Developed in partnership with the University of Victoria*~~
Prerequisite(s): Admission to the CYC degree program ~~or~~ and permission of the ~~program~~ department head
Research projects, directed readings, or additional course work in a specified area. May be taken more than once for credit, provided the course content is different from that previously taken.

~~CYC 394 3 credits~~
~~Introduction to Substance Abuse~~
~~Prerequisite(s): 45 credits from a Human Service program or Arts and Sciences, including PSYC~~

~~101, or instructor's permission~~
~~This course is designed to give students a working knowledge of the nature and extent of both chemical dependencies and addictive behaviours. Students will explore various theoretical perspectives on the nature of addictions. Topics include an overview of commonly abused substances, the use/misuse/abuse continuum, the social costs of addiction, specific drugs, social issues around addiction, and prevention and treatment of addictions. There will be an emphasis on issues related to gender, ethnicity, sexual orientation, and age. The particular focus on social work/social services in the continuum of care will be examined.~~
~~Note: Credit cannot be obtained for both CYC 394 and SSSW 394.~~

CYC 402 3 credits
Community & Interdisciplinary Relations
Prerequisite(s): Admission to CYC program & ~~successful~~ completion of all 300-level CYC core courses with a C+ or higher.
This course offers students knowledge and skills to facilitate collaborative teamwork and enhance community and interdisciplinary practice for the benefit of children, youth and families. Through experiential activities, students will reflect on their own experiences and professional/personal practices, as well as develop skills to enhance their leadership in creating collaborative environments.

CYC 410 ~~9~~ 6credits
Advanced Practice in CYC
Offered as CYC 410A/410B
Prerequisite(s): Admission to the CYC Degree program and ~~successful completion of all 300 level core courses~~ a C+ or higher in each of CYC 402, 423, 425, 467, 468, 469.
Pre- or corequisite(s): ~~400 level CYC core courses~~ CYC 402, 423, 425, 467, 468, 469

This supervised practicum focuses on application of learning. If possible, students are placed in their chosen professional area of interest. It provides an opportunity to apply case-planning, intervention, and evaluation skills at an advanced level. Professional consultation, clinical functioning, and the integration of theory and practice are emphasized. Ten hours per week in the practicum setting and one hour per week in a seminar are required.

Note: CYC is a full-year course. CYC 410A is normally offered September-December and CYC 410B follows in January to April.
CYC 410B must be taken in the same academic year as CYC 410A. Students must take both to receive credit.

CYC 411 6 credits
Supplemental Practicum in CYC
Prerequisite(s): Admission to a Certificate of Extended Studies in CYC, completion of the Bachelor of Arts in CYC, or permission of the department head.

This supplemental practicum is for students taking an additional CYC practicum as part of a post-degree Certificate of Extended Studies. It focuses on the application of learning. Students are placed in a setting that matches the theme for the certificate they are completing. It provides an opportunity to apply case-planning, intervention, and evaluation skills at an advanced level. Professional consultation, clinical functioning, and the integration of theory and practice are emphasized.

CYC 423 3 credits
Research Methods in Child and Youth Care
~~*Developed in partnership with the University of Victoria*~~
Prerequisite(s): Admission to the CYC degree program or permission of ~~instructor~~ the department head.

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.

CYC 425 3 credits
Data Analysis in Child and Youth Care
~~*Developed in partnership with the University of Victoria*~~
Prerequisite(s): Admission to the CYC degree program or permission of ~~instructor~~ the department head.
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.

CYC 467 3 credits
Advanced Skills with Individuals in Child and Youth Care
~~*(formerly CYC 474)*~~
Prerequisite(s): Admission to CYC degree program and ~~successful completion of 300-level CYC core courses~~ a C+ or higher in each of CYC 302, 320, 321, 310A/B, 340, 341.
This course focuses on the development of skills in working with individual children and youth. You will apply behavioural change theories in a laboratory environment and receive feedback on your application of interventions in child and youth care practice.

CYC 468 3 credits
Advanced Skills with Groups in Child and Youth Care
~~*(formerly CYC 465)*~~
Prerequisite(s): Admission to the CYC degree program and ~~successful completion of all 300-level CYC core courses~~ a C+ or higher in each of CYC 302, 320, 321, 310A/B, 340, 341.
Theoretical approaches and techniques related to the planning and management of groups is presented. Content focuses on developing plans to organize and conduct groups for children,

youth and families. You will apply theory through leading group interventions and will receive feedback on you work in a laboratory-style environment.

CYC 469 3 credits
Advanced Skills with Families in Child and Youth Care
~~*(formerly CYC 466)*~~
Prerequisite(s): Admission to CYC degree program and a C+ or higher in each of: ~~successful completion of~~ CYC 302, 320, 321, ~~CYC~~ 310A/B, ~~and CYC~~ 340, 341 ~~(formerly CYC 301, CYC 310, and CYC 338)~~ with a C+ or higher.
This course presents conceptual frameworks and models for understanding family functioning and parenting. The child and youth care service settings in which family work occurs are identified; family assessment methodologies and interventions that are appropriate to child and youth care workers in these settings are presented.

CYC 490 6 credits
Directed Studies in Child and Youth Care
~~***Developed in partnership with the University of Victoria***~~
Prerequisite(s): Admission to the CYC degree program ~~or~~ and permission of the ~~program~~ department head
Research projects, directed readings, or additional course work in a specified area. May be taken more than once for credit, provided the course content is different from that previously taken.

CYC 496 3 credits
Special Topics: Disability Issues
Prerequisite(s): Admission into the CYC or BSW programs~~. (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 whether they can apply this course to their program).~~ , or permission of department head.
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.

Last extracted: April 26, 2013 09:15:48 PM

UNIVERSITY OF THE FRASER VALLEY

Memo

To: Chair, Undergraduate Education Committee
From: Director, School of Business
Date: January 28, 2014
Subject: Proposal for a new course: BUS 478. Work Spaces. Built Places

A. New course: Bus 478. Work Spaces. Built Places

1. Rationale :

   a. When we go to work, most of us expect to return home in more or less the same condition as when we left. However, for an increasingly number of employees, this is not the case. Workplace accidents and ill-health continue to occur with consequences ranging from minor cuts to chronic disease and death. Human resource departments often bear the greatest burden for monitoring the organization's safety and wellness. If not done so, the costs to the organization and its employees are vast.

      The study of these experiences and interrelationships between people and their workplaces is an expanding area. It is included in the competencies outlined in the certification for human resource professionals (CHRP); and, has become a sought-after area for study and research. The general subject includes various themes. One of these is health and safety. This includes topics such as workplace hazards (e.g. physical, chemical, biological, and psychosocial); and organizational interventions (e.g. training, planning and investigation). This theme is covered in the existing UFV course, BUS 418. Occupational Health and Safety.

      The other theme grows from the previous one and is often referred to as workplace design. It addresses how people experience built environmental conditions (built places), at work (workspace). This includes topics such as workspace design (proxemics, territoriality and belonging, crowding and density, privacy, and biophilia); and, dimensions of the built environment (e.g. servicescape, sportscape, wayfinding, and universal design). This second theme, which is quickly increasing in prominence, is covered in the proposed course, BUS 478. Work Spaces. Built Places.

2. How new course fits into program(s)

   a. This course compliments BUS 418, Occupational Health and Safety. While BUS 418 focuses upon workplace hazards, risks and threats and their impact on employees; BUS 478 focuses on workplace safeguards, securities and healthy designs and their impact on employees. The course adds to the breath of this area of study.

   b. The new course is added as an elective to the BBA degree in the Organization Studies concentration; and, as an elective to the BBA degree in the Human Resource Management option.

3. If a new discipline designation is required, explain why.
    a. No new discipline designation is required.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
    a. The course reflects Institutional Learning Outcomes #1, 2, 3, 4, 5, 7, and 9.

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
    a. Not applicable

3. What consideration has been given to indigenizing the curriculum?
    a. Where possible the curriculum highlights the importance of Aboriginal history, culture and practice to workspaces and built places. It also respects and understands Aboriginal people, their traditions and values. In-class cases and examples include indigenous applications.

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 change
    b. Class size limit: No change
    c. Frequency of offering: No change
    d. Resources required (labs, equipment): No change

5. If this course is not eligible for PLAR, explain why.
    a. PLAR by portfolio assessment.

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
    a. There may be trips to local area businesses, malls and buildings. These trips are announced and scheduled in the course syllabus. The trips are funded by the student (approximate cost per trip = $5.00, maximum four trips).

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
    a. Textbook(s) and material: $150.00.

UNIVERSITY OF THE FRASER VALLEY

Comments from CWC

From: Don Miskiman
Sent: March-05-14 12:09 PM
To: Rhonda Colwell
Cc: Marla Fralick; businfo
Subject: RE: [CWC] New course BUS 478 documents

Rhonda,

You are correct; the prerequisite for the course is 75 university-level credits. Non-business students will be able to successfully complete the course.

Don Miskiman PhD, CHRP
Associate Professor
UFV School of Business

From: Rhonda Colwell
Sent: March-05-14 11:38 AM
To: Marla Fralick
Cc: Frank Ulbrich; Rosetta Khalideen; Samantha Pattridge; Ashley Hoogendoorn
Subject: RE: [CWC] New course BUS 478 documents

Hi all,

I have read this proposal and I want to confirm that a student will ***not*** be required to complete a BUS course to meet the course prerequisites. The only reason why I ask is because a prerequisite of 75 university-level credits is unusual for upper-level BUS courses. The companion course, BUS 418, asks for BUS 201.

I don't have any issues with this prerequisite, but I did want to ask to ensure that a non-BUS student will be able to successfully complete this course.

I don't have any concerns with adding this course to the list of electives for these concentrations – more options for students to choose from is always a good thing ☺

Thanks,

Rhonda

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2014
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) January 2020
Course outline form version: 11/22/13

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: BUS 478 **Number of Credits:3** Course credit policy (105)

Course Full Title: Work Spaces. Built Places
Course Short Title: Work Spaces. Built Places

Faculty: Faculty of Professional Studies | **Department (or program if no department):** School of Business

Calendar Description:

This course studies how people experience built environmental conditions (built places) at work (workspaces). It examines the role of workspaces and built places on employee productivity and performance. Topics include: Person-place relationships; Place-design experiences; Territoriality-Belonging; Privacy; Crowding-Density; Biophilia; Servicescape, Sportscape; Wayfinding; and, Universal Design.

Note: Students with credit for cannot take this course for further credit.

Prerequisites (or NONE): 75 university-level credits

Corequisites (if applicable, or NONE): NONE

Pre/corequisites (if applicable, or NONE): NONE

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (Note: If yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see bctransferguide.ca.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	10
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	10
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Varies by instructor	5
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes,
Different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 28

Expected frequency of course offerings
(every semester, annually, etc.): Annually

Department / Program Head or Director:	Dr. Frank Ulbrich	**Date approved:**	11/02/2014
Campus-Wide Consultation (CWC)		**Date of posting:**	
Faculty Council approval		**Date approved:**	
Dean/Associate VP:	Dr. Rosetta Khalideen	**Date approved:**	28/01/2014
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	

Learning Outcomes
Upon successful completion of this course, students will be able to:
- identify and evaluate environmental conditions in work settings (workspaces)
- identify and evaluate performance in a variety of work environments
-observe and analyze the characteristics and efficacy of workspaces and built places
- apply workspaces and built places concepts to real world situations
- create designs for effective workspaces
- observe, identify, analyze and design effective workspaces.

Prior Learning Assessment and Recognition (PLAR)
☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)
Lectures, discussion, guest lectures, seminars, student presentations, ethnological research

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

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Edition	Place of Publication	Year Published
1.	Andrew, J., Chang, N. and Nicholson, M.	Office Space, Changing Workplaces and Human Performance.	☐	Kingston, ON: Queen's University	2008
2.	Augustin, S.	Place Advantage	☐	Hoboken, NJ: Wlley	2009
3.	Becker, F.	Offices at Work: Uncommon Workspace Strategies that Add Value and Improve Performance	☐	San Francisco, CA: Jossey-Bass	2004
4.	Browing, B., Garvin, C., Fox, B. and Cook, R.	The Economics of Biophilia	☐	New York, NY: Terrapin Bright Green	2012
5.	Butterworth, I.	The Relationship Between the Built Environment and Wellbeing. A Literarture Review	☐	Melbourne, Australia: Victorian Health Promotion Foundation	2000

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

No extra- ordinary supplies required.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

Typical Course Content and Topics

1. Person- Place Relationships
   - Environmental perception
   - Spatial cognition
   - Attachment and Identity
2. Space and Place
   - Personal Space
   - Proxemics

- National cultures

3. Place-design experiences
4. Territoriality and Belonging
5. Privacy
6. Crowding and Density
7. Biophilia
   - Biophilic design
   - Economics of biophilia
8. Workspaces
   - Organizational culture
   - Workspaces (industrial, business)
   - Learning environments (schools, universities)
   - Healthcare facilities (hospitals, clinics)
   - Residences (home offices)
   - Retail spaces (small business, corporate, franchise)
9. Servicescape
   - Physical and symbolic factors
   - Facilities (service, hospitality)
10. Sportscape
    - Physical and symbolic factors
    - Facilities (stadia, arena, open areas)
11. Wayfinding
    - Systems and strategies
    - Symbols, maps, signage
12. Universal Design
    - Design for human performance
    - Modifications

For Administrative Use Only

Department code: CIP Code: Course Level Code:

PDC Code:

Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

	Author Surname, Initials	Title (article, book, journal, etc.)	Current Edition	Place of Publication	Year Published
1.	Centre for Excellence in Universal Design	Building for Everyone: A Universal Design Approach.	☐	Dublin IE: National Disability Authority.	2011
2.	Clements-Croome, D. (Ed)	Creating the Productive Workplace, 2nd Edition	☐	London, UK: Taylor and Frances	2006
3.	Duffey, F.	The impact of Office Design on Business Performance.	☐	London, UK: British Council for Offices.	2006
4.	Ellard, C.	Where Am I? Why We Can Find Our Way to the Moon But Get Lost in the Mall	☐	Toronto, ON: HapperCollins	2009
5.	Gibson, D	The Wayfinding Handbook. Information Design for Public Places		New York, NY: Princeton Architectural Press	2009
6.	Gifford, R.	Environmental Psychology. Principles and Practice5th Edition	☐	Colville, WA: Optimal Books	2014
7.	Heerwagen, J.	Investing in People: The Social Benefits of Sustainable Design	☐	Seattle, WA: Haworth.	2010
8.	Kellert, S.	Building for Life. Designing and Understanding the Human-Nature Connection	☐	Washington, DC: Island Press	2005
9.	Kellert, S., Heerwagen, J. and Mador, N.	Biophilic Design. The Theory, Science and Practice of Bringing Buildings to Life	☐	Hoboken, NJ: Wiley	2008
10.	Kingmann, A.	Brandscapes: Architecture in the Experience Economy	☐	Cambridge, MA: MIT Press.	2007
11.	Louv, R.	The Nature Principle. Human Restoration and the End of Nature-Deficit Disorder	☐	Chapel Hill, NC: Algonquin	2011
12.	McClure, W. and Bartuska, T. (Eds)	The Built Environment, 2nd Edition.	☐	Hoboken, NJ: WIley	2007
13.	Myerson, J., Bichard, J. and Erlich, A.	New Demographics, New Workspaces.	☐	Burlington, VT: Gower.	2010
14.	Steingeld, E. and Maisel, J.	Universal Design: Creating Inclusive Environments.	☐	Hoboken, NJ: Wiley.	2012

15.	Too, L	Total Feng Shui	☐	San Francisco, CA: Chronicle Books	2005
16.	Turner, G. and Myerson, J.	New Workspace. New Culture	☐	Burlington, VT: Gower	1998
17.	Vischer, J.	Towards an Environmental Psychology of Workspace: How People are Affected by Environments for Work	☐	Architectural Science Review Vol 51, No 2.	2008
18.	Vischer, J.	Space Meets Status: Designing Workplace Performance.	☐	Oxford, UK: Routledge	2005

Memo

Date: January 28, 2014
To: Undergraduate Education Committee Assistant
From: Director, UFV School of Business
Subject: Course addition to electives for BBA human resource management option and BBA organization studies concentration.

A. Addition to electives: BUS 478 Work Spaces. Built Places

1. Rationale for change: To provide business students and students with a business minor, more selection for an elective in their program. The course adds to the breath of study in the management area.

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
   The course reflects Institutional Learning Outcomes #1, 2, 3, 4, 5, 7, and 9

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   a. Not applicable.

3. What consideration has been given to indigenizing the curriculum?
   a. Where possible the curriculum highlights the importance of Aboriginal history, culture and practice to workspaces and built places. It also respects and understands Aboriginal people, their traditions and values. In-class cases and examples include indigenous applications.

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 Change
   b. Class size limit: No Change
   c. Frequency of offering: No Change
   d. Resources required (labs, equipment): No Change

5. If this course is not eligible for PLAR, explain why.
   PLAR by portfolio assessment.

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
   a. There may be trips to local area businesses, malls and buildings. These trips are announced and scheduled in the course syllabus. The trips are funded by the student (approximate cost per trip = $5.00, maximum four trips).

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
   Textbook(s) and materials: $150.00

Business Administration
ufv.ca/busadmin

Bachelor of Business Administration options and concentrations

Students in the third and fourth years of the program may choose to specialize in a functional area of business by taking a selection of prescribed courses as their upper-level electives. Concentrations generally require four courses in the area of specialization while options generally require double this amount.

Accounting option

Accounting identifies, measures and communicates economic information to external groups such as investors, and to internal groups, such as managers. Even though many students in this option become accountants, UFV's Accounting option is flexible because of its easily transferable skills. Our accounting graduates have selected careers in areas such as banking, insurance, and consulting. The Accounting option provides the necessary prerequisites or required courses for the professional designations of Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA).

Course	Title	Credits
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 345	Income Tax I	3
BUS 346	Income Tax II	3
BUS 347	Auditing Principles	3
BUS 348	Management Accounting II	3
BUS 439	Advanced Financial Accounting	3
BUS 449	Financial Management II	3
Electives	Two upper-level Business (Accounting) electives	6

Accounting electives

Two upper-level Business electives for the Accounting option must be chosen from the following list.

Course	Title	Credits
BUS 338	Accounting Information Systems	3
BUS 350	Operations Management	3
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3

BUS 435	International Finance	3
BUS 440	Management Information Systems	3
BUS 443	Financial Accounting Theory	3

Note: Students intending to pursue an accounting designation (CA, CGA, CMA) should check the requirements of their chosen designation before choosing electives. The three designations differ in their requirements.

Finance option

The skills developed within the Finance option reflect those demanded in the financial services industry. This option is specifically designed to provide students with training in the four major branches of finance (corporate finance, investment management, money and banking, and international finance); numeracy and analytical skills necessary for asset pricing; computer skills in financial modeling, accounting, and database management; analysis of financial statements; and personal taxation and issue identification.

The courses in this option fulfill some, but not all, of the requirements for the professional designations of Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA).

Course	**Title**	**Credits**
BUS 343	Intermediate Accounting I	3
BUS 344	Intermediate Accounting II	3
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 439	Advanced Financial Accounting	3
BUS 449	Financial Management II	3
ECON 410	Macroeconomics and Financial Markets	3

Human Resource Management option

This option is designed to equip student with the skills and abilities necessary for a successful career in human resource management. It also provides students with the foundation for successful completion of the Human Resources Management Association's Knowledge Exam, the first step in the certification process to obtain the national Certified Human Resource Professional (CHRP) designation.

Course	Title	Credits
BUS 305	Industrial Relations	3
BUS 314	Recruitment and Selection	3
BUS 406	Compensation and Benefits	3
BUS 416	Training and Development	3
BUS 418	Workplace Health and Safety	3
Electives	Four upper-level Business (Human Resource Management) electives	12

Human Resource Management electives

Four upper-level Business electives for the Human Resource Management option must be chosen from the following list.

Course	Title	Credits
BUS 304	Organization Theory and Application	3
BUS 307	Selected Topics in Organizational Behaviour	3
BUS 308	Selected Topics in Applied Organization Theory	3
BUS 309	Selected Topics in Human Resources Management	3
BUS 377	Management of Cooperatives	3
BUS 400	Business and Society	3
BUS 407	Gender and Diversity Issues	3
BUS 408	Teamwork in Organizations	3
BUS 417	Performance Evaluation and Management	3
BUS 419	Strategic Human Resource Planning	3
BUS 423	Services Marketing	3
BUS 430	Management of Innovation	3
BUS 478	Work Spaces. Built Places	3
BUS 492	Directed Studies	3
CMNS 345/ ADED 345	Instructional Skills for the Workplace	4
CMNS 445/ ADED 445	Facilitating Skills for the Workplace	4

Marketing option

This option is designed to equip students with the skills and abilities necessary for a successful career in marketing. Some of the fields which marketing graduates work in include advertising and public relations, marketing research, retailing management, professional selling and sales

management, brand/product management, retailing and e-tail management, and non-profit management.

UFV School of Business offers Marketing option students two official streams of study: professional selling and marketing communications. In choosing electives, students interested in a career in marketing communications should select from BUS 223 (Advertising) or BUS 323 (Introduction to Advertising), BUS 329 (Brand Image Management), CMNS 375 (Understanding Design for Print Publications), BUS 426 (formerly BUS 463, Integrated Marketing Communications), and BUS 427 (PR and Event Management); those interested in a career in professional selling should select from BUS 322 (formerly BUS 390K, Advanced Selling), BUS 328 (Retail Management), BUS 422 (formerly BUS 461, Sales Management), and BUS 423 (Services Marketing).

Course	Title	Credits
BUS 321	Business-to-Business Marketing	3
BUS 324	Customer Relationship Management	3
BUS 325	E-Marketing	3
BUS 326	Measuring Marketing Effectiveness	3
BUS 327	Consumer Behavior	3
BUS 425	Marketing Strategy	3
Electives	Three upper-level Business (Marketing) electives	9

Marketing electives

Three upper-level Business electives for the Marketing option must be chosen from the following list.

Course	Title	Credits
BUS 322	Advanced Selling	3
BUS 323	Introduction to Advertising	3
BUS 328	Retail Management	3
BUS 329	Brand Image Management	3
BUS 421	International Marketing	3
BUS 422	Sales Management	3
BUS 423	Services Marketing	3
BUS 424	Business Intelligence	3
BUS 426	Integrated Marketing Communications	3
BUS 427	PR and Event Management	3
BUS 492	Directed Studies	3
CMNS 375	Understanding Design for Print Publications	3
BUS 390	Special Topics	3

Financial Management concentration

Course	Title	Credits
BUS 433	Investments	3
BUS 434	Risk Management and Financial Engineering	3
BUS 435	International Finance	3
BUS 449	Financial Management II	3

Operations Management/Management Information Systems concentration

Course	Title	Credits
BUS 338	Accounting Information Systems	3
BUS 350	Operations Management	3
BUS 440	Management Information Systems	3
BUS 457	Project Management	3

Organizational Studies concentration

Required course

Course	Title	Credits
BUS 304	Organization Theory and Application	3

Electives: Any three of the following

Course	Title	Credits
BUS 307	Selected Topics in Organizational Behaviour	3
BUS 308	Selected Topics in Applied Organization Theory	3
BUS 309	Selected Topics in Human Resources Management	3
BUS 327	Consumer Behaviour	3
BUS 377	Management of Cooperatives	3
BUS 407	Gender and Diversity Issues	3
BUS 408	Teamwork in Organizations	3
BUS 478	Work Spaces. Built Places	3
BUS 492	Directed Studies	3
CRIM 417	Leadership in Groups and Organizations	3

Note: Students may take **one** other UFV 3rd or 4th year course to be counted as one elective in the Organizational Studies concentration. The course must be approved by the department as counting toward the completion of the concentration prior to the student enrolling in the course.

OR

Students may take **one** course at another institution to be counted as one elective in the Organizational Studies concentration. The course must be approved by the department as being eligible for transfer credit and as counting toward completion of the concentration prior to the student enrolling in the course. Please contact the department for more details.

Hello everyone

On February 14, 2014, Senate approved revisions to the terms of reference for the Faculty/College Councils, as follows:

The addition of a term:

> **VOTING** (as 2.8 in the faculty council terms of reference and as 3.8 in the College council terms of reference)
>
> Under normal circumstances, voting takes place during council meetings, and decisions are made by a simple majority of voters. In the event of extenuating circumstances or unforeseen events which cause disruptions to regular meeting schedules, such as school closures due to weather or urgent business that requires a decision prior to the next scheduled meeting, voting may be conducted by email or other electronic technologies, at the discretion of the chair and vice-chair. In this case, all council members must be polled for a minimum of three business days, and the number of votes cast must be equivalent to or exceed the council's quorum in order for the decision to be valid. The results of electronic votes shall be reported via email, as well as at the next council meeting, and recorded in its minutes.

A change to the review period

> **REVIEW OF TERMS OF REFERENCE** (revision to 2.9 in faculty council terms of reference and 3.9 in the College council terms of reference)
>
> The terms of reference shall be reviewed at least every ~~two~~ three years.

To faculty/college assistants: these revisions may be made directly to your faculty/college terms of reference (including the online version) and brought as an information item at the next faculty/college council. The revisions will not require Senate approval.

Thank you very much

Monique

UNIVERSITY OF THE FRASER VALLEY
FACULTY OF PROFESSIONAL STUDIES

Faculty Council Motions/Actions
February 21, 2014

	Motions/Action		Follow Up
	MOTION **Elizabeth Dow/Lisa Moy** THAT the agenda of February 21, 2014 be approved as presented. **CARRIED**		
	MOTION **Frank Ulbrich/Curtis Magnusson** THAT the minutes of January 24, 2014 be approved as presented with the revision of the following Action item identified as a Motion with reference to 4.2. **MOTION:** THAT the Professional Studies Faculty Council recommends the current guidelines for the DRAFT Program Discontinuance Policy be appended to the policy. **CARRIED**		
	MOTION **Awneet Sivia/Sandy Hill** THAT Faculty Council be given time to review of the "Faculty Standards Committee Document" and provide feedback to members of the Faculty Standards Committee no later than March 14, 2014. **CARRIED**		
	ACTION The Faculty Standards Committee to present a final version of the Professional Studies Faculty & Standards Criteria for Rank & Tenure to Faculty Council at the March 21, 2014 meeting.		
	ACTION Professional Studies Faculty Council to provide feedback via email to Laura.Chomiak@ufv.ca in reference to the proposed changes to the Undergraduate Course and Program Policy #21. The deadline to submit responses is 3:00pm on March 7, 2014.		No comments received
	ACTION Christina Neigel to provide Laura Chomiak, Assistant to Faculty Council with a copy of the Field Education and Practicum Committee's minutes for distribution to Faculty Council.		COMPLETED
	MOTION **Maple Melder Crozier/Robert Harding** THAT the ECE/CYC Department change its name to: Child Youth and Family Studies. **Vote: 11 In Favour, 1 Against, 6 Abstained** **CARRIED**		Rosetta to send a Memo to APPC and Senate - COMPLETED

UFV Senate Standing Committee
Call for Expressions of Interest

Expressions of interests are being sought from faculty members, staff member, undergraduate and graduate students to serve on Senate Standing Committees for the upcoming academic year.

The Senate Governance Committee (SGC) welcomes expressions of interest for the positions listed in the attached expressions of interest form. SGC is responsible for ensuring the broadest possible base of representation, given the available pool of nominees. SGC will make every effort to ensure that committee composition considers the experience and interest of candidates and the diversity of disciplines at the University.

To volunteer, please complete and return the attached expression of interest and information sheet by 4:00 pm on Tuesday, April 1, 2014 to Lisa McMartin at lisa.mcmartin@ufv.ca.

For further information on the Senate Standing Committees or the nomination process, please visit the Secretariat website at http://www.ufv.ca/secretariat/expressions-of-interest/

UFV Senate Standing Committee
Call for Expressions of Interest

UNIVERSITY OF THE FRASER VALLEY

Expressions of Interest and Information Sheet

Click on highlighted areas to enter text.

Candidate Information (required)	
Name:	Date:
Department/School/Program:	Faculty (if applicable):
Phone:	Email:

Candidate's position at UFV

Faculty ☐ Staff ☐ Undergraduate student ☐ Graduate student ☐

If you are a UFV undergraduate or graduate student please provide the following information:

- Student ID#:
- Program of study:
- Year in program of study:

Senate Standing Committee Vacancies

Please indicate the committee of interest.
If you are interested in more than one, please indicate your preferences (1 being most preferred)

	Committee	Requires	Term	Meetings*
☐ Preference...	Academic Planning & Priorities	• 1 faculty • 1 undergraduate student • 1 graduate student	2 years – Aug 1, 2014 - July 31, 2016	Monthly, Wed, week 3, 2:30-4:30pm
☐ Preference...	Senate Awards & Honours Committee	• 1 faculty	2 years – Aug 1, 2014 - July 31, 2016	Monthly, Tuesday, week 3, 2:30-4:30pm
☐ Preference...	Senate Budget Committee	• 3 faculty • 1 staff • 1 student	2 years – Aug 1, 2014 - July 31, 2016	Monthly, Thurs, week 4, 2:30-4:00pm
☐ Preference...	Graduate Studies Committee	• 3 faculty • 1 staff • 1 graduate student	2 years – Aug 1, 2014 - July 31, 2016	Monthly, Thurs, week 3, 9:00-11:00am
☐ Preference...	Senate Research Committee	• 2 faculty • 1 staff • 1 graduate student • 1 undergraduate student	2 years – Aug 1, 2014 - July 31, 2016	Monthly, Thurs, week 1, 9:00-11:00am
☐ Preference...	Undergraduate Education Committee	• 7 faculty • 1 dean or associate dean • 1 academic advisor • 1 staff • 1 undergraduate student	2 years – Aug 1, 2014 - July 31, 2016	Monthly, Fri, week 2, 10:00-12:00pm
☐ Preference...	Senate Standing Committee for Student Appeals	• 2 faculty • 1 staff • 1 student	2 years – Aug 1, 2014 - July 31, 2016	Monthly, Tues, week 3, 2:30-4:30pm

*Meeting schedules are subject to change

Information sheet (required)

1. A statement of interest, outlining reasons for wanting to serve and what interests you about the Committee(s) you wish to serve on (up to 150 words):

2. Please list other recent committee service at UFV (department, program, Faculty, university-wide) and/or other organizations. Please indicate length of service.

3. Explain how your personal/professional experiences and/or qualifications would contribute to the work of the Committee(s)?

4. Please provide any additional information that you would consider relevant. Include additional sheet if required.

☐ Please consider me for vacancies as they occur.

Candidate's agreement

By submitting this application, candidates agree to stand for the above position and agree to the terms as outlined in the Rules for the Conduct of Business http://www.ufv.ca/senate/standing-committees/rule_procedures/. If nominated, candidate are to serve the full term of the position.

To volunteer, please "save as" a copy and email the form to the Secretariat office:
Attention to Lisa McMartin, Assistant to the University Secretary (lisa.mcmartin@ufv.ca)

DEADLINE: Tuesday, April 1, 2014 by 4:00 pm
Late forms will not be accepted

Your personal information is collected under the authority of section 26(c) & 26(e) of *the Freedom of Information and Protection of Privacy Act* (FIPPA). Senate will use this information for the sole purpose of reviewing and recommending nominees for approval. If you have any questions about the collection or use of this information, please contact Al Wiseman, University Secretary and Registrar, 33844 King Rd, Abbotsford, BC, V2S 7M8 at 604-557-4020 or al.wiseman@ufv.ca.