



**DOUGLAS COLLEGE**

**INSTRUCTOR REFERENCE**

STUDENT INFORMATION

Student name \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ Student Number: \_\_\_\_\_

Relationship to referee: STUDENT

The above named applicant is applying to the Bachelor of Arts in Child and Youth Care program at Douglas College. Please complete the attached rubric and return to the following address:

Child and Youth Care Program Advisor  
Faculty of Child, Family and Community Studies  
Douglas College  
1250 Pinetree Way  
Coquitlam, BC, V3B 7X3

OR email to [cyc@douglascollege.ca](mailto:cyc@douglascollege.ca)

REFEREE INFORMATION

Referee name: \_\_\_\_\_

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Institution: \_\_\_\_\_

Address:

\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_



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**Responsibility and Initiative**

<b>DEMONSTRATED 5</b>	<b>EMERGING 3.5</b>	<b>POTENTIAL 2</b>	<b>NOT YET READY 0</b>
Always works effectively to meet due dates and expectations	Usually works effectively to meet due dates and expectations	Challenged to meet due dates and expectations	Unable to meet due dates and expectations
Takes responsibility for collegial and respectful contribution to class environment	Sometimes takes responsibility for collegial and respectful contribution to class environment	Beginning to understand how to take responsibility for collegial and respectful contribution to class environment	Does not take responsibility for collegial and respectful contribution to class environment
Actively seeks feedback and implements feedback	Implements feedback when given	Attempts to implement feedback, shows improvement in ability	Does not seek or implement feedback
Shows initiative in classroom discussions, activities, and group work	Sometimes shows initiative in classroom discussions, activities, and group work	Beginning to show initiative in classroom discussions, activities, and group work	Does not show initiative in classroom discussions, activities, and group work
Seeks, requests, and attends opportunities for growth and professional development	Actively participates in opportunities for growth and professional development	Participates in opportunities for growth and professional development	Does not participate in opportunities for growth and professional development



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**Self-Awareness**

<b>DEMONSTRATED 5</b>	<b>EMERGING 3.5</b>	<b>POTENTIAL 2</b>	<b>NOT YET READY 0</b>
Actively engaged in personal wellness	Participates in personal wellness on occasion	Considering a wellness plan	Ignores personal wellness
Awareness of personal strengths and works to enhance them	Awareness of personal strengths	Aware of some personal strengths	Unable to articulate personal strengths
Actively seeks feedback and implements feedback	Implements feedback when given	Attempts to implement feedback, shows improvement in ability	Does not seek or implement feedback
Shares appropriately in class, honouring clear boundaries	Shares appropriately in most cases in class	Recognizes the importance of clear boundaries but unable to demonstrate them in class	Has difficulty sharing appropriately in a classroom environment
Awareness of areas that require development and actively engaged in working on those areas	Aware of areas that require further development and some effort to improve those areas	Aware of some areas that require development	Unaware of areas that require development



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**Teamwork**

<b>DEMONSTRATED 5</b>	<b>EMERGING 3.5</b>	<b>POTENTIAL 2</b>	<b>NOT YET READY 0</b>
Fosters space for others to participate and lead	Able to foster space for others to participate and lead sometimes	Accepts direction from instructor/professor	Superior or inferior attitude towards classmates
Able to appropriately assume leadership opportunities	Assumes leadership opportunities sometimes	Is a contributor but does not take on leadership roles	Does not contribute or take on leadership roles
Consistently recognizes when classmates need support and offers meaningful support	Occasionally recognizes when classmates need support and offers meaningful support	Recognizes when classmates need support	Does not recognize when classmates need support
Contributes in meaningful ways to group functioning	Aware of group and attempts to contribute to group functioning	Aware of group and participates in minimal ways	Unaware of group functioning and their contribution
Establishes effective working relationships with instructors and classmates	Has some working relationship with instructors and classmates	Building effective working relationships with instructors and classmates	Does not have effective working relationships



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**Empathy and Relationship Building**

<b>DEMONSTRATED 5</b>	<b>EMERGING 3.5</b>	<b>POTENTIAL 2</b>	<b>NOT YET READY 0</b>
Demonstrated understanding of others' points of view and empathetic response	Able to understand others' points of view and attempts to respond empathetically	Able to understand others' points of view	Difficulty understanding others' points of view or responding appropriately
Creates strong relationships with instructors and classmates	Able to create strong relationships with most instructors and classmates	Able to create strong relationships with some instructors and classmates	Difficulty creating or sustaining relationships with instructors and classmates
Able to explain how they would use a variety of modalities in their work	Able to explain how they would use a limited variety of modalities in their work	Able to explain how they would use some modality	Is unable to explain or connect their use of modalities to theory
Articulates a wide variety of methods and strategies for creating relationships	Articulates a couple of methods and strategies for creating relationships	Articulates an approach for creating relationships	Does not have an appropriate approach for building relationships