

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> CYC 100		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Human Development I for Child and Youth Care <b>Course Short Title (if title exceeds 30 characters):</b> Human Development I for CYC																			
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> Child Youth & Family Studies																	
<b>Calendar Description:</b> <p>This course focuses on human growth and development from conception to age two. It considers the theories of change in cognitive, social, psychological, and physical domains during this period.</p> <p>Note: Students with credit for ECE 100 cannot take this course for further credit.</p>																			
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Arts in Child and Youth Care or permission of the department head.																	
<b>Corequisites (if applicable, or NONE):</b>		None																	
<b>Pre/corequisites (if applicable, or NONE):</b>		None																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: Equivalent course(s): <b>ECE 100</b> <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		<b>Transfer Credit</b> Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours:</b> 45 <b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>39</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td>6</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table>		Lecture hours	39	Seminars/tutorials/workshops		Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities	6	Other contact hours:		<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only):</b> 36 <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually																	
<b>Department / Program Head or Director:</b> Dr. Maple Melder Crozier		<b>Date approved:</b> October 25, 2016																	
<b>Faculty Council approval</b>		<b>Date approved:</b> December 9, 2016																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> February 3, 2017																	
<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass		<b>Date approved:</b> December 9, 2016																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 24, 2017																	

**Learning Outcomes**

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

- Articulate the major theories of human development
- Describe the physical changes prenatally, and the cognitive, social, and psychological changes in infancy and toddler years
- Review research and research methods related to human development
- Explain current issues related to the process of human development
- Examine research findings on an issue related to human growth and development and report the findings in a research paper

**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)**

Lecture, video, small group work, discussion, and research

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Berger, K	Developing Person Through Childhood and Adolescence 10th Edition	<input checked="" type="checkbox"/>	Worth	2015
2. Boyd, D, Johnson P., and Bee H.	Lifespan Development, Fifth Canadian Edition	<input checked="" type="checkbox"/>	Pearson	2014
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

None

**Typical Evaluation Methods and Weighting**

Final exam:	25 %	Assignments:	30 %	Midterm exam:	%	Practicum:	%
Quizzes/tests:	20 %	Lab work:	%	Field experience:	%	Shop work:	%
Other: Participation	10 %	Other: Presentation	15%	Other:	%	Total:	100 %

**Details (if necessary):**

**Typical Course Content and Topics**

- Prenatal physical, cognitive, and social development
- Infancy physical, cognitive, and social development
- Toddlerhood physical, cognitive, and social development
- Socialization
- Ecological model
- Nature versus nurture
- The scientific method
- Controversies regarding the development of children