

## 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> ECE 100		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Human Development I <b>Course Short Title:</b> Human Development I <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> CYFS															
<b>Calendar Description:</b> Focuses on the methods used by psychologists and educators in learning more about children. Introduces students to the major theories of human development, cognitive and social-emotional development from conception through the age of five.																	
<b>Prerequisites (or NONE):</b>		Admission to the Early Childhood Education certificate, or department head's permission.															
<b>Corequisites (if applicable, or NONE):</b>		None															
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>35</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td>10</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	35	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours: student directed learning	10	<b>Total hours</b>	<b>45</b>	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Maximum enrolment (for information only):</b> 36 <b>Expected Frequency of Course Offerings:</b> annually <i>(Every semester, Fall only, annually, etc.)</i>															
<b>Department / Program Head or Director:</b> Christine Slavik		<b>Date approved:</b> November 30, 2018															
<b>Faculty Council approval</b>		<b>Date approved:</b> March 15, 2019															
<b>Dean/Associate VP:</b> Tracy Ryder Glass		<b>Date approved:</b> March 15, 2019															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> n/a															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> August 29, 2019															

**Learning Outcomes:**

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

- Describe the theories of child and human development;
- Describe the physical, cognitive, and psychosocial development of infants and toddlers, and preschoolers;
- Comprehend research, and current issues related to human development.

**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, audiovisual material, discussion, models, charts, 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 ed.	Publisher	Year
1. Berger, K.	<u>The Developing Person through Childhood and Adolescence</u> . Eleventh Ed.	<input type="checkbox"/>	New York, NY: Worth	2018
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	25%	Field experience:	%	Portfolio:	%
Midterm exam:	40%	Project:	%	Practicum:	%	Participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):**

Essay	25%
Attendance / Participation	10%
Midterm I	20%
Midterm II	20%
Final Exam	25%

**Typical Course Content and Topics**

- Theories of human development.
- Nature vs. Nurture.
- Details of physical, cognitive, and social-emotional development.
- Scientific methodologies.