

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECE 120		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Human Development II Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): CYFS															
Calendar Description: Focuses on physical, cognitive, and psycho-social development of children, ages six to eighteen, with an emphasis on theory and current research.																	
Prerequisites (or NONE):		ECE 100.															
Corequisites (if applicable, or NONE):		None.															
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <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>		Special Topics <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>															
		Independent Study 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															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</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>															
Typical Structure of Instructional Hours <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>Total hours</td> <td>45</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	Total hours	45	Grading System <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		Maximum enrolment (for information only): 36 Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Christine Slavik		Date approved: November 30, 2018															
Faculty Council approval		Date approved: March 15, 2019															
Dean/Associate VP: Tracy Ryder Glass		Date approved: March 15, 2019															
Campus-Wide Consultation (CWC)		Date of posting: n/a															
Undergraduate Education Committee (UEC) approval		Date of meeting: August 29, 2019															

Learning Outcomes:

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

- Utilize the theories of child and human development.
- Describe the physical, cognitive, and psycho-social development of school-aged children and adolescents.
- Describe research and current issues related to human development.
- Examine research findings on an issue related to child growth and development, and report the finding in a class presentation

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, discussions, research, presentations, demonstrations, audio-visual material, and guest speakers.

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:	30%	Presentation:	30%	Field experience:	%	Portfolio:	%
Midterm exam:	30%	Project:	%	Practicum:	%	Participation:	10%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Physical, cognitive, and psycho-social development of 6- to 12-year olds
- Physical, cognitive, and psycho-social development of 13- to 18-year olds

Specific relevant topics are addressed through student presentations: Adolescence, aggression, bullying, disabilities, family development, parenting, self-esteem, childhood fears, stress.