



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993
 REVISED COURSE IMPLEMENTATION DATE: January 2020
 COURSE TO BE REVIEWED (six years after UEC approval): August 2025
 Course outline form version: 05/18/2018

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ECE 100	Number of Credits: 3 Course credit policy (105)														
Course Full Title: Human Development I Course Short Title: 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>															
Faculty: Faculty of Professional Studies	Department (or program if no department): CYFS														
Calendar Description: 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.															
Prerequisites (or NONE):	Admission to the Early Childhood Education certificate, or department head's permission.														
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>														
	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit														
	Maximum enrolment (for information only): 36 Expected Frequency of Course Offerings: annually <i>(Every semester, Fall only, annually, etc.)</i>														
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar hours</td> <td style="width: 20%; text-align: center;">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 style="text-align: center;">10</td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">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
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Total hours	45														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes															
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:

- 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.