



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 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> 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;"> <tr><td>Lecture/seminar hours</td><td style="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:

- 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.