

Hawai'i Community College
General Education Course Designation Proposal
Form unanimously approved by the HawCC Academic Senate, October 25, 2013

- A. course alpha course number course title course cross listing (if applicable)
- B. Effective semester & year for entering students (ie, semester & year of implementation)
- C. General Education Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.
 Select
- D. Based on the General Education Learning Outcome selected in C. (Primary Designation), list the specific course objectives and any relevant course learning outcomes that support each of the benchmarks in this GELO.

Areas of Knowledge - Social Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.		
Benchmark	Course Learning Outcomes (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. use the basic terminology of theories, structures or processes in the social sciences	1) Demonstrate an understanding of the various theories of human development and behavior. 2) Describe biological, cognitive, and psychosocial development for each lifespan period.	1) Describe the main features of Behaviorism, Humanistic and Cognitive developmental theories. 2) Apply the level or stage of development--biologically, cognitively, psychosocially, and morally to different age groups and be able to give specific examples of all four from infancy to old age.
b. demonstrate an application of social science theories, principles or concepts to understanding one's self, family or community.	4) Apply human development theories and concepts to personal, social, educational, and occupational experiences.	3) Use a combination of several social science research methods to investigate similarities and differences in human development across the lifespan. 4) Integrate and apply knowledge and ideas to future careers in the social sciences.
c. systematically study human behavior using research methods of the social sciences.	3) Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture.	3) Use a combination of several social science research methods to investigate similarities and differences in human development across the lifespan.

E. List or describe examples of specific rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to each benchmark.

Areas of Knowledge - Social Sciences - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.			
Benchmark	Course LOs	Class Activity/ Assignment	% of Course
a. use the basic terminology of theories, structures or processes of the natural sciences.	1) Demonstrate an understanding of the various theories of human development and behavior. 2) Describe biological, cognitive, and psychosocial development for each lifespan period.	Students will demonstrate how theorists in the textbook (e.g.) Freud, Erickson, Piaget, others help them to understand the characteristics of the seven major age groups through tests or reflection papers.	40
b. demonstrate an application of social science theories, principles or concepts to understanding one's self, family or community.	4) Apply human development theories and concepts to personal, social, educational, and occupational experiences.	Students participate in 8-10 class discussions that lead to an understanding of intergenerational family dynamics and needs of families in the community assessed by reflection papers and/or presentations in the class.	30
c. systematically study human behavior using research methods of the social sciences.	3) Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture.	Students will create questions for interviewing three different lifespan groups to determine similarities, differences, and uniqueness in human development among individuals and their culture culminating in a review paper of 3-5 pages.	30

F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1- Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.

Benchmark	Course Learning Outcomes (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. identify and analyze assumptions and underlying points of view relating to an issue or problem.	Enter text.	Enter text.
b. formulate research questions that require descriptive and explanatory analyses.	Enter text.	Enter text.
c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	Enter text.	Enter text.

<p>d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>f. synthesize information from various sources, drawing appropriate conclusions.</p>	<p>1) Demonstrate an understanding of the various theories of human development and behavior. 2) Describe biological, cognitive, and psychosocial development for each lifespan period.</p>	<p>2) Students will apply the level or stage of development--biologically, cognitively, psychosocially, and morally to different age groups and be able to give specific examples of all four from infancy to old age.</p>
<p>g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.</p>	<p>Enter text.</p>	<p>Enter text.</p>
<p>h. demonstrate the ability to combine elements that lead to new expressions and create new products.</p>	<p>Enter text.</p>	<p>Enter text.</p>

Critical Thinking Part 2 - Make informed decisions through analyzing and evaluating information (course learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

Benchmark	Course LOs	Class Activity/ Assignment	% of Course
<p>a. identify and analyze assumptions and underlying points of view relating to an issue or problem.</p>	<p>Enter text.</p>	<p>Enter text.</p>	
<p>b. formulate research questions that require descriptive and explanatory analyses.</p>	<p>Enter text.</p>	<p>Enter text.</p>	

enter 700716 and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	Enter text.	Enter text.	
d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	Enter text.		
e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.	Enter text.	Enter text.	
f. synthesize information from various sources, drawing appropriate conclusions.	1) Demonstrate an understanding of the various theories of human development and behavior. 2) Describe biological, cognitive, and psychosocial development for each lifespan period.	Students participate in 8-10 class discussions that lead to an understanding of intergenerational family dynamics and needs of families in the community assessed by reflection papers and/or class presentations. Students will create questions for interviewing three different lifespan groups to determine similarities, differences, and uniqueness in human development among individuals and their culture leading to a review paper of 3-5 pages.	60
g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.	Enter text.	Enter text.	
h. demonstrate the ability to combine elements that lead to new expressions and create new products.	Enter text.	Enter text.	

G. Signature Page: GE Course Designation Proposal

Attachment 7b - 5/7/15

FAMR. 230: Human Development

Areas of Knowledge - Social Sciences

Course alpha/number/title

Primary GELO Designation

T. Nahm-Mijo

Signature of Proposer

Trina Nahm-Mijo

Print Name

4/27/15

Date



A check here, which is required, indicates that all tenured/tenure-track faculty who have taught this course within the past 5 years approved this proposal.

T. Nahm-Mijo

Signature of the Division/Department Chair

Trina Nahm-Mijo

Print Name

4/27/15

Date



A check here, which is required, indicates that all tenured/tenure-track faculty who have taught this course within the past 5 years approved this proposal.

Robyn Kalauli

Signature of the GEC Co-Chairs

Mae Wong

5/1/15

Date

Signature of the Academic Senate Chair

Date

Signature of the Vice Chancellor for Academic Affairs

Date

Save Form

Print Form

Hawaii Community College Course Outline of Record

FAMR 230 – Human Development

The Course Outline of Record is verified to be accurate on 4-9-2015



Shyan K. Viernes
Curriculum Records Support Specialist

1. Course alpha, course number, course title

FAMR 230 – Human Development

2. Course Description

Concepts, issues, theories of human growth and development from conception to death. Focus on the inter-relational of physical cognitive, and psychosocial development of the individual throughout the life span.

3. Number of semester credits

3

4. Student learning outcomes

Demonstrate an understanding of the various theories of human development and behavior. Describe biological, cognitive, and psychosocial development for each life-span period. Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture. Apply human development theories and concepts to personal, social, educational, and occupational experiences.

5. Course objectives

Students will be able to:

- 1) Describe the main features of Behaviorism, Humanistic and Cognitive developmental theories.
- 2) Apply the level or stage of development--biological, cognitively, psychosocially, and morally to different age groups and be able to give specific examples of all four from infancy to old age.
- 3) Utilize a combination of several social science research methods to investigate similarities and differences in human development across the lifespan.
- 4) Integrate and apply knowledge and ideas which can be utilized in future careers in the social sciences.

6. Instructional methodology

Lecture

7. Course Topics in outline form

A. The field of Human Development

1. Basic Concepts
2. Influences on Development

B. Theory and Research

1. Major Theoretical Perspectives
2. Research Methods

C. Prenatal and Birth

1. Genetics
2. Nature and Nurture

D. Infants and Toddlers (0-3 yrs.)

1. Physical Development
2. Cognitive Development
3. Psychosocial Development

E. Early Childhood (3-6 yrs.)

1. Physical Development
2. Cognitive Development

- 3. Psychosocial Development
 - a. Identity/Gender
 - b. Moral Development
- F. Middle Childhood (6-12 yrs.)
 - 1. Physical Development
 - 2. Cognitive Development
 - 3. Psychosocial Development
 - a. Identity/Gender
 - b. Moral Development
- G. Adolescence (12-19 yrs.)
 - 1. Physical Development
 - a. Puberty
 - 2. Cognitive Development
 - 3. Psychosocial Development
 - a. Identity/Gender/Sexuality
 - b. Moral Development
- H. Early Adulthood (20-40 yrs.)
 - 1. Physical Development
 - 2. Cognitive Development
 - 3. Psychosocial Development
 - 4. Health and Well-Being
 - 5. Moral Development
- I. Middle Adulthood (40-60 yrs.)
 - 1. Physical Changes
 - 2. Cognitive Changes
 - 3. Psychosocial Changes
 - 4. Ethical Issues
- J. Late Adulthood (60-death)
 - 1. Physical Changes
 - 2. Cognitive Changes
 - 3. Psychosocial Changes
 - 4. Spirituality
 - 5. Ethical Issues
- K. Death and Dying
 - 1. Stages of Dying
 - 2. Illness
 - 3. End-of-Life Decisions

8. Course prerequisites

Eng 21 or ESL 21 or placement in Eng 102; and Eng 22 or (ESL 22G and ESL 22W) or placement in Eng 100

9. Course co-requisites

None

10. Recommended prior coursework

None

Hawai'i Community College
Course Articulation Status Within the University of Hawai'i System

Person completing the form (please print): **Trina Nahm-Mijo**

Date form completed: **April 6, 2015**

Date the UH System Course Transfer Database (<http://www.hawaii.edu/transferdatabase/li>) was checked (use link to glossary for definitions of terms): **April 6, 2015**

Hawai'i Community College course alpha, number and title: ***FAMR 230: Human Development***

For each campus with which the HawCC course is articulated, fill in the information for each row

	UH Hilo	UH Manoa	UH West O'ahu	Hon CC	Kap CC	Kaua'i CC	Lee CC	Univ. of Maui College	Win CC
<i>Mark with X all campuses with which the course is articulated</i>	x	x	x	x	x	x	x	x	x
<i>If applicable, provide the equivalent course alpha/number</i>		FAMR 230	FAMR DS	FAMR 230	FAMR 230	PSY 220	FAMR 230	FAMR 230	FAMR 230
<i>If applicable, indicate how the course is accepted (ie, Foundation Hallmark, GE, etc.)</i>	SSCI. SUBL	DS	DS	DS	DS		DS	DS	DS
NOTES									

Hawai'i Community College Course Assessment Plan

A complete assessment *cycle* is comprised of three steps:

- i. **Assessment Plan:** develop an assessment plan for course(s) and submit for approval and publication.
- ii. **Assessment Report and Action Plan:** after gathering and evaluating the assessment data, complete and submit the Assessment Report and Action Plan with budget requests.
- iii. **Improvement Strategies:** the Action Plan's implementation results are used to complete the assessment cycle by making enhancements to the program, courses, curriculum, or the next assessment.

An assessment cycle's duration depends upon the assessment strategy and the time needed to implement the resulting action plan and improvement strategy.

NOTE: *A separate planning form must be submitted for each course assessed.*

1. Department or Program Name: Social Sciences

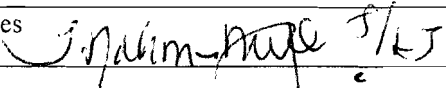
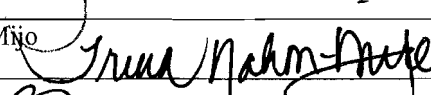
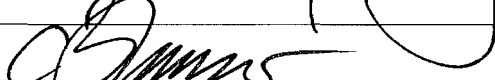
Depending on the assessment focus, insert the department or program name.

2. Course Alpha, Number and Title: FAMR. 230: Human Development

3. The assessment's planned start date: Spring 2015

Approval and Review

Route the assessment plan for approval after completing steps 1 through 10.

Submitted by: Lucy Jones 	Date: 2/24/15
Department Chair Signature: Trina Nahm-Miyo 	Date: 2/24/15
Assessment Coordinator Signature: 	Date: 2/25/15