Faculty seeking HCC Diversification Board designation of courses as General Education-Diversification through certification or re-certification will complete this form for review by the General Education Committee-Diversification Board subcommittee.

NEW or significantly MODIFIED courses seeking diversification designation will undergo review by the Diversification Board, the General Education Board, DCC, and CPC. Thus, in addition to the Diversification Certification/Re-Certification application form, faculty must also submit the appropriate HCC course proposal forms. Once approved, the Diversification Board will forward all forms to the General Education Board for further administrative processing. Curriculum forms can be found at:

http://honolulu.hawaii.edu/intranet/curriculum/index.html

EXISTING courses seeking re-certification or those exempt from initial certification under the University of Hawaii System’s Memorandum of Agreement will be processed by the Diversification Board, only.

To receive diversification designation in any of the areas (DA, DB, DH, DL, DP, DS, and DY), two thirds of the content of its governing syllabus and two thirds of the required class meetings must demonstrate the hallmarks. (Thus, a course in Family Resources that is two-thirds social sciences and one-third humanities will count toward the social sciences area only; a course in Japanese that involves literary texts for half of the course and conversational skills for half of the course will not be designated as appropriate to fulfill any area of diversification requirements.)

All submissions must address the appropriate hallmarks for the diversification area, by showing how the course’s student learning outcomes (SLOs) align with the hallmarks. In addition, submissions should provide proposed strategies for assessing the SLOs for a single or multiple sections of the course. Specific diversification area hallmarks are outlined in the Diversification Requirements/Hallmarks document at:


All applications – for certification and re-certification – must also submit a course syllabus. The syllabus should include: 1) appropriate course-specific SLOs; 2) a course description that matches the current course catalogue; 3) an articulation statement that clearly indicates the requirements the course fulfills (e.g., “the course fulfills a social sciences requirement and HCC WI focus requirement for the AA degree, and a DS requirement for UHM”); and 4) a statement for students with disabilities.

Submit forms and syllabus to the chair of the Diversification Board who will ensure that new or modified courses are reviewed by the board and processed by the General Education Board.

All courses certified for Diversification designation will be reviewed on a 5-year cycle.
APPLICATION: Paul Sherard
E-MAIL: sherard@hawaii.edu

COURSE ALPHA and NUMBER: PHYS 105

COURSE TITLE: Principles of Technology

ESTIMATED NUMBER OF SECTIONS: Fall 1  Spring 1

Is this request for a: ☑ New Course ☐ Modified Course ☐ Existing Course
☐ Re-designation

Is this request for a: ☑ Certification ☐ Re-Certification. Date of last certification: ________________________

DIVERSIFICATION AREA DESIGNATION SOUGHT:

☐ DA (Arts)  ☐ DP (Physical Sciences)
☐ DB (Biological Sciences)  ☐ DS (Social Sciences)
☐ DH (Humanities)  ☒ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

1. Please explain how the course SLOs align with the diversification area’s hallmarks.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, state the hallmarks for the diversification designation you are seeking and explain how the course SLOs meet each hallmark. For example, an SLO for Hallmark #3 for a DS designation would be to understand how descriptive and inferential statistics are used to summarize and evaluate results from psychological studies.

DY.1 uses the laboratory methods of the biological or physical sciences:
The laboratory component incorporates physical laboratory techniques which includes as having
students apply a basic principle they are investigating in lecture, i.e. conservation of momentum, and then set up an apparatus to investigate the validity of this concept. Students are required to write up reports and explain how there results verify (or not) the particular physics concept. (Set up apparatus, perform experiments, analyze data in a laboratory setting.)

DY.2 involves processes and issues of design, testing, and measurement: All of the physics labs require some form of measurement, whether using simple measuring devices such as a ruler or data acquired by a computer interface. Students are encouraged to test all equipment before running an experiment. In their lab reports, students are asked how the design of the experiment might be improved. (Explain precision and accuracy in measurements and occurrence of systematic errors in experiments.)

DY.3 demonstrates the strengths and limitations of the scientific method: Students are asked to compare their results with what was “expected” from theory. The reinforces the scientific method which requires experimental observation to verify a theory or hypothesis. In laboratory reports students are asked to discuss possible systematic errors involved in the experiment. This is reinforce the fact that scientific experiments must also consider effects out of the control of the experimenter (Explain the scientific method and how it applies to laboratory experiments.)

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

Classroom lectures, textbook reading, homework assignments, graded weekly in-class quizzes, graded mid-term exams (3-4), online material presented by instructor, online assignments and quizzes, weekly laboratory projects, laboratory reports, instructor access outside of classroom. Students will also be given a knowledge survey at beginning and end of course to gauge student learning.

Explanatory notes. The applicant should clearly connect assessment strategies to the course SLOs stated in Question #1. For example, an assessment strategy for an SLO would be to have a set of questions on an exam, which requires students to evaluate a hypothetical study in terms of research methodology, and descriptive statistics (calculate the mean, median, mode of a data set).

3. How have you used the assessment findings to modify or improve this course?

NA

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course.

Reminder: Please attach a copy of your course syllabus that includes information described in the instruction part of this form.
DIVERSIFICATION BOARD DECISION:

☐ Approved

Re-Certification Due: __________________________

☐ Not approved

If not approved, reasons for disapproval:


Diversification Chair Signature: ____________________________ Date: ________________