APPLICANT: Sharon Ota

E-MAIL: sharonot@hawaii.edu

COURSE ALPHA and NUMBER: FAMR 230

COURSE TITLE: Human Development

ESTIMATED NUMBER OF SECTIONS: Fall 3 Spring 3

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? 2/3

What percentage of CLASS MEETINGS focuses on this diversification area? 2/3

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

See attached.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.
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.

See attached.

*Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.*

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

See attached.

*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. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.*

Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the *Curriculum Action Proposal* for a new course.

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**DIVERSIFICATION BOARD DECISION:**

- [x] Approved
- [ ] Not approved

Re-Certification Due: 5/26/17

If not approved, reasons for disapproval:


Diversification Chair Signature: [Signature] Date: 4/24/12
Attachment to FAMR 230 Recertification Application

1. Hallmarks and SLOs. Please explain how course-specific SLOs align with the diversification area’s hallmarks.

SOCIAL SCIENCES – Students will be able to

DS Hallmarks

DS.1 Uses the terminology of theories, structures, or processes in the social or psychological sciences
1. Demonstrate knowledge and understanding of the various theoretical perspectives in the study of human development that include psychoanalytical, cognitive, social learning, humanistic, and bioecological theories.
2. Demonstrate knowledge and understanding of the processes of change and stability in all domains (physical, cognitive, psycho-social) throughout the lifespan.

The study of human development from conception to death covers information and scientific data from medical sources and various theories that explain the processes of change and stability throughout the lifespan.

DS.2 Involves concepts, models, practices, or issues of concerns in the scientific study of these theories, structures, or processes
3. Identify and describe the major influences on heredity, environment, and maturation on the universal process of development that account for individual differences.
4. Demonstrate knowledge and understanding of the interaction of heredity and environment on the individual's development.
5. Apply concepts, theories, and research findings as they relate to everyday life situations.
6. Use human development terminology in discussing current events, issues, and trends and current research.

Researchers use a variety of methods to study the effects of heredity and environment on the developing individual. It is difficult to untangle the effects of nature and nurture influences as the relationship between genetic and environmental factors is fundamentally intertwined.

Students who understand the theoretical concepts and explanations will be able to use the knowledge as tools to gain insights about themselves and others, to learn what is normal and not normal development, and to be effective in their professional lives as well. Many who take this course are planning to enter careers working with people as social workers, counselors, nurses, and teachers.

DS.3 Demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or process of these sciences.
7. Identify and describe the different research methods and ethical guidelines for researchers.

Human development is the scientific study of the quantitative and qualitative ways people change and do not change over time. As research to advance the study of human development involves people, ethical guidelines need to be maintained throughout the research process.

2. Assessment strategies. Explain assessment strategies you have used (or plan to use) to measure the degree to which student exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

*Chapter tests:* Upon completion of each chapter, a multiple-choice test is given. Test questions are aligned with the SLOs. Chapter tests encourage students to keep up with the assigned reading.

*Application activities:* For each chapter, students are assigned in-class or homework application activities that are aligned with the SLOs. Students demonstrate their ability to apply what they've learned to actual or mock situations. As an example, after viewing a 25-min video on well-known individual where three theories are used to explain the individual’s personality development, the students are assigned a worksheet with open-ended questions on the video. In small groups, they work collaboratively to identify and discuss the following as they apply to the individual: the three personality theories, the question of interest, nature and nurture influences, normative history-graded event, and normative and non-normative life events. *Homework assignments* focus on the individual student’s perspective. As an example, the preparing for one’s own death assignment highlights individual differences due to cultural and religious beliefs or individual preferences as well as other concepts related to death and dying.

3. Assessment of assessment. How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Three sections of FAMR 230 are offered each semester. The same chapter tests, application activities, and homework are given to the students.

Information from test scores has been used to improve student learning. As an example, tests scores showed a pattern of low scores on questions related to cognitive development. This was an indicator of the students’ difficulty in comprehending the materials. As a result, application activities were revised or created to incorporate more cognitive-related materials to support student learning (e.g. small group exercise on
abstract thinking) and on-line materials were used for demonstration (e.g. illustration of the accommodation and assimilation process).

Students' written responses to application activities and assignments also provide evidence of student learning. These activities and assignments are regularly reviewed and updated, refined, and/or replaced with improved materials.

Generally, one instructor teaches all three sections. However, when two or more instructors teach the course, the same tests, application activities, homework assignments are used. During the semester, the instructors maintain regular contact regarding the progress of the students. At the end of the semester, a debriefing meeting is held to evaluate the students' performance and to identify strengths and areas for improvement.
Syllabus

Description
Concepts, issues, and theories of human growth and development from conception to death and a systems approach to inquiry into factors affecting growth and development. (3 credits). Prerequisite: ENG 22/60 or ESL 23 or placement in ENG 100.

Notation
FAMR 230 meets a Social Science (DS) Requirement for the AA degree and a DS requirement for UHM. It also meets a General Education Requirement (c) Understanding the Social Environment for AS, AAS, ATS degrees. FAMR 230 is a program requirement for HSER majors and may satisfies a program prerequisite for other programs.

For those interested in the UHM BSW program, FAMR 230 also fulfils the social work knowledge base biological science requirement for the BSW program (reference: http://www.hawaii.edu/sswork/forms/bsw/Bio_Sci_Courses.pdf).

Student Learning Outcomes

1. Demonstrate knowledge and understanding of the various theoretical perspectives in the study of human development that include psychoanalytical, cognitive, social learning, humanistic, and bioecological theories.

2. Demonstrate knowledge and understanding of the processes of change and stability in all domains (physical, cognitive, psycho-social) throughout all period of the lifespan.

3. Identify and describe the major influences on heredity, environment, and maturation on the universal process of development that account for individual differences.

4. Demonstrate knowledge and understanding of the interaction of heredity and environment on individual development.

5. Apply concepts, theories, and research findings as they relate to everyday life situations.
6. Use human development terminology in discussing current events, issues, and trends and current research.

7. Identify and describe the different research methods and discuss ethical guidelines for researchers.

Content

Theories: Middle Childhood
Heredity & Environment: Adolescence
Prenatal Development: Early Adulthood
Birth/Newborn: Middle Adulthood
Infancy: Late Adulthood
Preschool Years: Death & Dying

Text


A new textbook (either paperback or loose leaf) is packaged with a MyDevelopmentLab (MDL) student access code. For used textbooks, access codes may be purchased separately online at [http://www.mydevelopmentlab.com](http://www.mydevelopmentlab.com)

Note that access to the MyDevelopmentLab is not required.

Upon receiving the MDL access code, log on to mydevelopmentlab.com, follow the prompts (select the "MyDevelopmentLab platform"), and register for the 1) MyDevelopmentLab AND then register for the 2) My Virtual Child. If you have problems registering, use the "Chat" feature (rather than email) for help. Class ID codes will be announced in class.

MyDevelopmentLab is an interactive online learning system that is designed to supplement the lecture course. It includes an electronic version of the textbook, video clips and animations that illustrate key concepts, and pre- and post-tests.

Methods

Methods include lecture/class discussion, videos, readings, small group sharing and activities, MyDevelopmentLab on-line activities and assignments, and FAMR assignment folder (brief two-pocket folders).
Evaluation and Grades

TESTS 170 Points: There will be eight tests for a total of 170 points. *If you miss a test, you will need to take it during the next scheduled test date.* These noncumulative tests will be multiple-choice in format. There is no mid-term or final exam for this course.

IN-CLASS AND HOMEWORK ASSIGNMENTS 24 Points: During the course, you will be required to complete assignments such as application activities relating to human development.

IN-CLASS VIDEO CR/NCR QUIZZES 6 Points: During the course, students will view videos that supplement your textbook reading and class lecture/discussion. Quizzes that accompany the some of the videos are distributed in class. One point is earned for each quiz. This is not to be confused with some of the video-based in-class application activity assignments.

In-class assignments are marked for credit. There are no make-up assignments for missed in-class assignments. In-class assignments may be on assigned readings, videos, and other materials covered in class.

Homework assignments are to be typed or word-processed using 12-point font (Times Roman or Courier), black print on white paper, double-spaced, and stapled at the top left corner. For homework assignments that are turned in late, one point will be deducted.

Assignments are to be submitted in a FAMR 230 Assignment Folder (an inexpensive two-pocket folder) that includes your updated FAMR 230 Progress Log of all your scores. Progress log is placed in the left side pocket on top of the course syllabus. Assignments and video quizzes (separated by paper clips, do not staple) in the right side pocket with more recent work on the top. Date all the assignments and quizzes to help with organizing the documents.

OPTIONAL EXTRA CREDIT ASSIGNMENT 15 Points: Students may commit to being parents to virtual children from birth to age 18. Students must complete the assignment within the given timeframe to earn the 15 points; otherwise the score will be zero. As the program ends, students must complete the reflective questions including the bonus question. If not completed, minus 2 pts.

**OR (not both optional extra credit activities)**

OPTIONAL EXTRA CREDIT TEST 15 Points: Test items will be on videos, class activities and assignments, and/or supplemental materials (e.g. current events,
MyDevelopmentLab) discussed in class. This cumulative test will be taken immediately after Test #8.

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Expectations

1. Regular and prompt class attendance is expected of all students. It shall be the student’s responsibility to keep up with work missed as a result of absence.

Changes in test dates, assignment due dates, etc. will be announced in class. It is imperative to keep up with the assigned reading and to complete the in-class and homework assignments to be successful (grade C or better) in this course.

Email communication will be from the instructor to the students via their hawaii.edu accounts. Please check your hawaii.edu accounts regularly.

2. Students are expected to maintain a safe and supportive learning environment by appropriate behavior in class demonstrated by consideration of others, paying attention, and focusing on specific tasks.

3. **Cell phones or other electronic devices must be turned off or put on silent mode during class.** The first time a cell phone rings or a student is observed using an electronic device for texting, tweeting, checking voice mail, emailing, etc. during class time, the entire class will be reminded. From then on, when a cell phone rings, the student will immediately turn it off. When a student is again observed using an electronic device, that student may be asked to leave for the remainder of the class. If there is a specific situation that necessitates that the student be available by cell phone during class (e.g. a sick family member, expectant partner), please contact the instructor to discuss the circumstances.
4. If using an e-textbook, **students must keep your electronic device on the e-textbook.** If a student is “surfing” the Web, responding to email, etc., the student will be asked to turn off your electronic device. **If the student needs to be reminded again, that student may be asked to leave for the remainder of the class.** During class videos, electronic devices are not to be used (i.e. close devices).

5. Students are expected to arrive on time and not leave during class. Tardiness is a distraction to everyone in the classroom, as is leaving the classroom during class (e.g. to answer a cell phone call). Using the restroom, answering text messages, etc. can be accomplished prior to the start or end of class or during the break for once a week classes. If you have some personal or medical issue that may require you to leave during class, please inform the instructor of the situation.

6. All discussions are to be addressed to the entire class during lectures and class discussions. It is discourteous to be carrying on side conversations even when they relate to the subject. There also should be no chatter during the viewing of videos. Side conversations/chatter also makes it difficult for others to hear. So if it is not something that is not to be shared with the entire class, save it until after class. If a problem with chatter persists, the student or students may be asked to leave the classroom for the remainder of the class period.

7. The classroom is a learning environment for adults. Students will be responsible for anticipating childcare needs (e.g. waiver days) by making arrangements for the duration of the semester, emergencies included. Do not bring your child(ren) to class.

8. Students in this class who need accommodations for a disability should submit documentation and requests to the Student ACCESS office in Bldg. 5, Rm. 107B. Phone: 844-2392 voice/text for more information. If students have already registered their requests with Student ACCESS this semester, please see the instructor after class or during office hours and be prepared to provide a current verification letter from Student ACCESS.

9. Students are encouraged to express any concern to the instructor that may interfere with your achieving the learning outcomes and/or to use campus services such as the College Skills Center (e.g. tutoring) and the Computer Lab to support their learning. Students are responsible for their own learning.

10. The main student computer lab is located on the same floor as this classroom. You will need to show your campus ID and bring your own
paper for printing. During the first weeks of the semester, the computer lab offers free classes to students. Please check with the Computer Lab for the schedule.

11. EATING is not permitted in the classroom; however, students may bring beverages to class. Please remember to take drink containers out of the classroom. Trash container is located across the restrooms as well as other areas in the hallway.

Notation: Students may make up missed class sessions by attending another FAMR 230 section (e.g. change in work schedule, illness). Please check with the instructor on this option.

Your cooperation in maintaining a classroom that is conducive to learning is appreciated. Best wishes for a successful semester!