Application for Certification of a Course as a General Education Course

CTE SOCIAL SCIENCES CATEGORY

Applicant: ___________________________ Course Alpha and Number: FAMR 100
Elliott Higa

Course Title: ____________Personal and Professional________

Instructions:

Explain how the learning taking place in this course (required course only) meets the hallmarks listed below for the Social Sciences General Education Category. Do one or both of the following:

- Identify specific course SLOs that align with each hallmark.
- Describe class assignments or activities in which students learn and/or demonstrate the hallmark objective. Assignments and/or activities cited should be sufficiently important in terms of both time spent on them and their impact on students' final grades in the course.

Try to address all of the hallmarks. The strength of some responses should counterbalance the weakness of others. See hallmark questions that should be addressed in response to each of the hallmarks.

Also attach a copy of the official course outline.

The Hallmarks:

The course...

1. helps students think critically about their own behavior in society and the larger global community.
   1. Develop an understanding of theories, concepts, terms, and issues related to the development of self-esteem and self-concept.
      2. Develop an understanding of the elements that contribute to healthy psycho-social development and the strategies that support healthy development for optimal functioning in society and the larger global community.
      3. Develop an understanding of various societal influences on self-esteem and self-concept and their impact on human behavior.
   4. Develop an understanding of primary motivators for human behavior such as needs and values that influence individual and collective ethical choices in the workplace and in life.
   5. Develop an understanding and ability to critically assess individual strengths and weaknesses utilizing various assessment instruments.

2. promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.
   1. Develop an understanding of theories, concepts, terms, and issues related to the development of self-esteem and self-concept.
      2. Develop an understanding of the elements that contribute to healthy psycho-social development and the strategies that support healthy development for optimal functioning in society and the larger global community.
      3. Develop an understanding of various societal influences on self-esteem and self-concept and their impact on human behavior.
   4. Develop an understanding of primary motivators for human behavior such as needs and values that influence individual and collective ethical choices in the workplace and in life.

3. helps students synthesize and apply social science concepts to understand human behavior and societies.
   1. Develop an understanding of theories, concepts, terms, and issues related to the development of self-esteem and self-concept.
      2. Develop an understanding of the elements that contribute to healthy psycho-social development and the strategies that support healthy development for optimal functioning in society and the larger global community.
      3. Develop an understanding of various societal influences on self-esteem and self-concept and their impact on human behavior.
   4. Develop an understanding of primary motivators for human behavior such as needs and values that influence individual and collective ethical choices in the workplace and in life.

4. enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.
   1. Develop an understanding of theories, concepts, terms, and issues related to the development of self-esteem and self-concept.
      2. Develop an understanding of the elements that contribute to healthy psycho-social development and the strategies that support healthy development for optimal functioning in society and the larger global community.
      3. Develop an understanding of various societal influences on self-esteem and self-concept and their impact on human behavior.
   4. Develop an understanding of primary motivators for human behavior such as needs and values that influence individual and collective ethical choices in the workplace and in life.
   5. Develop an understanding and ability to critically assess individual strengths and weaknesses utilizing various assessment instruments.

Applicant's signature: ___________________________ Date: __5/23/12__

Please submit this application to your division secretary.
CTE Social Science Hallmark Questions

1. The course helps students think critically about one's own behavior in society and the larger global community.
   Does the course content include examining one’s own behavior in society and the larger global community? Yes
   If yes, what aspect? (i.e., social norm: appropriate or inappropriate behavior; action and reaction, etc)
   This course looks closely at how and why individuals engage with society and the larger global community. Students look at the impact of their thoughts feelings, behaviors and motivations. Students gain a greater understanding of self and how they relate and function in society.

   How does the course require students to demonstrate knowledge gained? (Projects, papers, etc)
   Methods of evaluation include participation in small group activities and discussions, individual written assignments, projects, assessment tools, major papers and exams.

2. The course promotes knowledge of multiple methodologies and theoretical approaches in understanding human behavior and societies.
   Does the course content include concepts, models, practices, or issues of concern in the scientific understanding of human behavior and societies? Yes. Theoretical approaches in understanding human behavior and societies include (but are not limited to) the works of Daniel Goleman – Emotional Intelligence, Abraham Maslow – Attachment, Sigmund Freud, Carl Rogers, Virginia Satir, Alan Watts, Albert Ellis, Hans Selye.

   If yes, which methods, such as interviews, case studies, observation, focus groups, surveys, experiments, and literature reviews, are employed in this course?
   Case studies, observation, surveys, literature reviews.

   What does the course require of students in order to demonstrate knowledge gained by the quantitative and/or qualitative methods employed in understanding human behavior and societies?
   Methods of evaluation include participation in small group activities and discussions, individual written assignments, projects, assessment tools, major papers and exams.

3. The course helps students synthesize and apply social science concepts to understand human behavior and societies.
   Does the course content use social science concepts to explain human behavior and interactions? Yes
   If yes, which social science concepts? (i.e., geographic: cultures and cultural diversity, civic: justice, economics, historical origins or eras, violations: human rights, peace, value, power, etc)

   Social science concepts include but are not limited to; Attachment theory, Stress response – biochemical components, Anxiety, Anger, Attitude, Beliefs - Individual, Core, cultural, Self Image, Consciousness, Cognition; including cognitive distortions, Relationships, Identity – individual, relational, collective, Culture, Diversity, Emotional Intelligence, Environment – influence on individual and families, Self Esteem/Self Worth, Gender, Motivation, Goals, Self Awareness, Multiple Intelligences, Needs, Resilience, Self acceptance, Perception- senses, cognitive, Values, Triggers, Ethics, Principles, Attachment theories, Cultures and cultural diversity, Economics, Cognitive behavioral therapeutic concepts, Person centered/ Humanistic concepts.
How does the course require students to demonstrate knowledge gained?
Methods of evaluation include participation in small group activities and discussions, individual written assignments, projects, assessment tools, major papers and exams.

4. The course enables students to show how principles from social sciences can be used to make informed, reasoned, and ethical personal choices to form public policy.

Does the course content include social science principles?
Yes
If yes, which social science principles? (Public policy dealing with social issues. i.e., guidelines, principles, legislation and activities that affect the living conditions conducive to human well being: welfare, social security, unemployment, environmental policy, pensions, healthcare, housing, child protection, social exclusion, education, crime and criminal justice, etc)
This course looks closely at the understanding and development of personal values, ethics, principles, and the effects adverse social and familial experiences play in the development and functioning of individuals and societies. The ability to make clear, rational, and ethical decisions is discussed within the context of the workplace and in life.

How does the course require students to demonstrate knowledge gained can be used to make informed, reasoned, and ethical personal choices to form public policy?

Methods of evaluation include participation in small group activities and discussions, individual written assignments, projects, assessment tools, major papers and exams.
COURSE OUTLINE
FAMR 100 Personal and Professional Development

Course Catalog Description
An exploration of the self as it relates to personal and professional development. Intended for college students of any age who wish to expand their self-awareness and explore choices available. Topics include personal style of learning challenges of adulthood, and clarity in education/career goals. May be taken on a CR/N basis. (3 hrs. lect. per week)

1A. Course Objectives:

Develop an understanding of theories, concepts, terms, and issues related to the development of self-esteem and self-concept.

Develop an understanding of the elements that contribute to healthy psycho-social development and the strategies that support healthy development for optimal functioning in society and the larger global community.

Develop an understanding of various societal influences on self-esteem and self-concept and their impact on human behavior.

Develop an understanding of primary motivators for human behavior such as needs and values that influence individual and collective ethical choices in the workplace and in life.

Develop an understanding and ability to critically assess individual strengths and weaknesses utilizing various assessment instruments.

1B. Student Learning Outcomes:

Demonstrate an understanding of theories, concepts, terms, and issues related to the development of self-esteem and self-concept.

Demonstrate an understanding of the elements that contribute to healthy psycho-social development and the strategies that support healthy development for optimal functioning in society and the larger global community.

Demonstrate an understanding of various societal influences on self-esteem and self-concept and their impact on human behavior.

Demonstrate an understanding of primary motivators for human behavior such as needs and values that influence individual and collective ethical choices in the workplace and in life.

Demonstrate an understanding and ability to critically assess individual strengths and weaknesses utilizing various assessment instruments.

2. Relationship to other courses, the program, and the College's philosophy and objectives
This course focuses on the understanding and application of knowledge and skills necessary in self development. It is deeply focused on awareness of self and the interrelatedness between self, family and society. Students need to have basic knowledge and skills to effectively understand and regulate the influence of self on others, and society, particularly in practice.
3. Course Content
Psychology of self-awareness, self-image, self-esteem, self-discipline, motivation, self-direction, and self-projection. Also the psychology of success, core issues, defense mechanisms, values, ethics, examination of personal learning styles, financial and time management, resumes and cover letters, interviewing, setting, affirming and mapping goals.

4. Possible Text

5. Auxiliary Materials and Content
Multi Media aids

6. Methods of Instruction
Lectures
Projects
Group discussions and activities
Slide and Video presentations

7. Methods of Evaluation
Exams
Written assignments
Papers
Group and individual discussions and participation
Self box and Map

8. Resource Requirements and Justification
A. Changes: None – Course has been required since inception
Will this proposal require changes in the following areas:
Staff: No changes – either full time staff or lecturer will teach the course
Equipment: Present multi-media equipment in the program’s classroom currently meets the needs of course.
Other resources: Multi-media materials are purchased with funds from the department’s annual budget.