Honolulu Community College
Application Form for Diversification Designation
Certification and Renewal
Fall 2014

DATE: 11/03/2015
APPLICANT: Mike Ferguson
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COURSE ALPHA and NUMBER:   ZOOL 200
COURSE TITLE:   Marine Biology
ESTIMATED NUMBER OF SECTIONS:
   Fall: 1    Spring: 1

APPLICATION IS FOR:
[   ] New Course      [   ] Existing Course
[   ] Certification
[   ] Re-designation. Date of previous certification or renewal:
[   ] Renewal. Date of certification or previous renewal:

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
[   ] DA (Arts)          [   ] DP (Physical Sciences)
[   ] DB (Biological Sciences) [   ] DS (Social Sciences)
[   ] DH (Humanities)       [   ] DY (Laboratory)
[   ] DL (Literature and Language)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI):

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
   What percentage of the CONTENT of this course focuses on this diversification area? 90%
   What percentage of CLASS MEETINGS focuses on this diversification area? 90%

   Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area’s hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

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**SLO’s**

1. Explain the process and philosophical basis of scientific inquiry.
2. Distinguish between living things and inanimate objects.
3. Demonstrate an understanding of the physical and chemical characteristics of the marine environment, especially those of the Hawaiian marine environment, and how they impact marine life.
4. Communicate knowledge of the diversity of marine organisms, especially Hawaiian species.
5. Exhibit an appreciation of the interaction between structure and function of marine life and how marine organisms are taxonomically related.
6. Illustrate and provide examples of the ecological role of and relationships between marine organisms.
7. Describe the major life zones of the ocean and the adaptations of living things relevant to being a successful species in these zones.
8. Recognize and suggest solutions to the negative impacts of human activities on the marine environment.
9. Research and write, using the language of the field, about a marine biology topic.

**Hallmarks:**

**DB.1** uses the terminology of the biological sciences;

Every single SLO uses the terminology of the biological sciences. For instance SLO 1 would require a working understanding of the steps of the scientific method and use words like “hypothesis.” SLO’s 2-8 require the proper “jargon” in the biological sciences. For instance, words describing the different tissues of marine animals down to the cellular level. SLO 9 deals with written reports, so it will directly deal with terminology.

**DB.2** involves knowledge and theories relating to processes in the biological sciences;

SLO 1 deals with the scientific method which is the central method to all sciences. It is the process that unites the sciences. For SLO 2 only by knowledge in the biological sciences could living things be distinguished by those that are not. SLO’s 3-8 all require a working knowledge of what is known in the field. SLO 9 is geared toward reporting, so communication of the theories is important for that SLO.

**DB.3** demonstrates inquiry that is guided by observation/experiment and reasoning/mathematics.
The scientific method deals directly with this hallmark and SLO 1 deals with the scientific method. In order to apply SLO 2, one must be able to reason to determine if something is alive. Similarly, SLOs 3-8 all require similar compare/contrast reasoning.

2. **Assessment tools and strategies.** Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

**SLO’s**

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All of the SLO’s will be primarily evaluated via summative testing methods using embedded questions. These questions will be content based and based off of the SLO’s. Comparing how the students perform in these content areas will be an evaluation method to how well the students understand the SLO’s.

The SLOs 1-8 can be evaluated *ad hoc* in the classroom in a formative arrangement. This can be done during lectures with feedback from the students. For instance, the instructor can pose a question like, “what is a hypothesis?” The interactions between the students and the faculty member would then be the basis of the evaluation of the students understanding. SLOs 1-8 also deal directly with the classroom content, so summative assessment via testing is fairly straightforward.

The exception to testing the SLO’s via summative tests is SLO 9. That directly deals with a research project that will also involve formative assessments as the student is writing on the topic. The report itself will be a summative measure of the student’s ability. The instructor will evaluate each student on the ability to fulfill that SLO.
There will only be one section of this class per term, so there is no need to compare across sections.
DIVERSIFICATION BOARD DECISION:

X  Approved
Renewal Due: ___Fall 2020_____________

☐  Not approved
Reasons:

_____________________________________________________________________

Diversification Board Chair Signature: ________________________________
Date: ___Fall 2015_____
Diversification Application Evaluation Checklist

Cover Page

☐ Applicant and course information completed
☐ New courses. Copy of the Curriculum Action Proposal for new courses and a Course Outline form
☐ Existing Courses (Renewals or Existing Courses seeking certification). Copy of course syllabus with:
  ☐ Course description
  ☐ Articulation statement
  ☐ Course-specific SLOs
  ☐ Course calendar showing topics and number of meetings dedicated to each topic

☐ Course CONTENT meets the 2/3 requirement?
☐ Course MEETINGS meet the 2/3 requirement?

Applications for Certification and Renewal

Question #1: Hallmarks and SLOs

☐ Hallmark # D__. 1
  ☐ States hallmark and the SLO(s) that align with the hallmark.
  ☐ Explains how the SLO(s) align with the hallmark.

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Question #2: Assessment tools and strategy

☐ Discusses which assessment tools will be (was) used to assess which SLO(s).
☐ Plan for how often assessment will occur (occurred).
☐ For courses with multiple sections, includes explanation of assessment across sections and instructors.

Applications for Renewal, Only

Question #3: Assessment

☐ For each SLO, described aggregated results across instructors and sections.
☐ Assessment done throughout certification period.

Question #4: Utilization of assessment results

☐ Narrative covers entire certification period.
☐ Includes discussion of how results were used to improve or modify the course.
☐ Discussion occurred among all instructors teaching the course.

Comments:

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Page 6 of 6