Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification
     - in credits
     - in title
     - in prerequisites or co-requisites
     - in number or alpha
     - Other

2. New Alpha, Number and Title
   - FAMR 230, HUMAN DEVELOPMENT

3. Credits
   - 3 credits

4. Old Alpha, Number and Title

5. Credits
   - * (click to specify)

6. New Catalog Description
   - This course provides students with theories of biological, cognitive, and psycho-social development from infancy to adulthood and the similarities and differences among individuals and their cultures.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or
   - Recommended Preparation

8. Student Contact Hours Per Week
   - Lecture 3
   - Lecture/Lab
   - Other

9. Proposed Date of First Offering
   - Semester: Fall
   - Year: 2008

10. This course is proposed for the Liberal Arts Program Program. * can fulfill Social Sciences if Other, specify

11. This course makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>KapiolaniCC</td>
<td>FAMR 230 HUMAN GROW/DEVELOPMENT</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HawaiiCC</td>
<td>FAMR 230 HUMAN GROW/DEVELOPMENT</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>HonoluluCC</td>
<td>FAMR 230 HUMAN DEVELOPMENT</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>UH Manoa</td>
<td>FAMR 230 HUMAN DEVELOPMENT</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with
   - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - Appropriate for Articulation with The University of Hawaii System Campuses
   - Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
   - Currently offered at several University of Hawaii system campuses including UH-Manoa to fulfill one of the core Diversification requirement, Social Science Acceptable at the KCC, I CC, HCC, and HawaiiCC.
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   - Provide students with a course that can fulfill one of the educational requirements for a Bachelor degree in Family Resources at the University of Hawaii-Manoa or the Nursing program at KCC.

Requested by: [Signature]
Date: 2/20/08

Approved by:
- Department Chairperson
- Curriculum Committee Chairperson
- Faculty Senate Chairperson
- Dean of Instruction
- Chancellor
Date: 2/26/08
Date: 3/14/08
Date: 3/14/08
Date: 3/6/08

CCCM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

Levels of Review of Course Proposal at Windward Community College

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

Signatures

1. Department Area (more than one departmental instructor’s signature required)

   [Signatures]

   [Dates]

2. Department

   [Signatures]

   [Dates]

   Was this course discussed in a department meeting? □ Yes □ No

3. Division

   [Signatures]

   [Dates]

4. Curriculum Committee Review

   Approved □

   Disapproved □

   Reason:

   [Signatures]

   [Dates]

CCCMM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College    DATE SUBMITTED: February 20, 2008
COURSE ALPHA & NUMBER: F AMR 230    SEMESTER CREDITS: 3
COURSE TITLE: Human Development

DATE OF OUTLINE: February 20, 2008    Year 2008

(** Representative outline, no multiple syllabi, please.)
1. Articulation committee to review this course:

   Standing Committees
   Written Communication □
   Mathematical & Logical Thinking □
   World Civilizations □
   Languages □
   Arts & Humanities □
   Natural Science □
   Social Science □

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include 'none'). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>UH Manoa</td>
<td>FAMR 230; HD 201</td>
<td>DS</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Hawaii CC</td>
<td>FAMR 230</td>
<td>DS</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>FAMR 232, 230; HD 201, 232</td>
<td>DS</td>
</tr>
<tr>
<td>Kapiolani CC</td>
<td>FAMR 230</td>
<td>DS</td>
</tr>
<tr>
<td>Kauai CC</td>
<td>FAMR 230</td>
<td>DS</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Maui CC</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Windward CC</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

Typed Name or Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

Note: UCA Clearinghouse
   John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UB Campus Form

WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UB campus)
(This sheet was originally blue.)

Course Alpha and Number FAMR 230

Submitted by Frank Palacat

Date February 20, 2008

1. List the counterpart to this course on any 4-year UB campus. Describe the relationship between the course any related baccalaureate program area.

   UH-Manoa: Similar course offered FAMR 230, which fulfills a core Diversification requirement, Social Sciences and a major requirement for the Bachelor of Science in FamR. Prerequisite course for FamR 331, 332, 333, 334.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

   University of Hawaii Manoa, FAMR 230, Human Development

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
Committee Level:

1. When the committee has completed its review of a course, the "Articulation Recommendation Form" (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is "accept," indicate receiving campus core area. If the committee choice is "not recommended," a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course's supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. Do not send the recommendations directly to any campus.

Receiving Campus:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even if it is "we agree with the committee").

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:
   
   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse

John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

Meets WCC educational goals of providing some general education requirements for transfer into nursing, allied health and other vocational programs (3E of ADP) as well as identifying additional programs to add to currently articulated transfer programs (e.g., education and business administration). (3Cof ADP)

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

No additional staff, equipment, facilities, library/media material, faculty preparation and other financial support would be required to implement this course, and current staff will conduct this course.

3. Is a similar course taught elsewhere in the UH system? Yes If yes, provide details of how this course differs from existing similar courses.

No difference from existing similar courses.

4. Is this course experimental and/or unique to Windward Community College? No If yes, provide rationale and details of its impact on the College Curriculum

5. Is a similar course taught in the upper division level by a 4-year UH college? No If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
WINDWARD COMMUNITY COLLEGE

Outline of Course Objectives

COURSE NAME: Human Development

COURSE ALPHA: FAMR 230

CREDIT HOURS: 03

CATALOG DESCRIPTION:
This course will provide students with an understanding of the different theories of the emotional, mental, physical, and social development of persons from infancy to adulthood and the unique similarities and differences among individuals and their cultures.

REQUIREMENTS COURSE SATISFIES:
AT WCC: None

AT UH-MANOA: Diversification Requirement / Social Science Credit

PREREQUISITES: PSY 100 or consent of instructor.

RECOMMENDED SPECIAL PREPARATION:
None

RECOMMENDED SPECIAL SKILLS LEVEL:
None

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIMES:
None

EFFECTIVE DATE: Fall 2008

A. GOALS OF THE COURSE
Upon completion of this course students should:

1. Begin to understand the relationship of human development to the psychological growth of individuals.
2. Begin to explore how social environments influence human development and psychological growth.
B. STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, a student will be able to:
• Compare and contrast 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 cultures.
• Apply human development theories and concepts to personal, social, educational, and occupational experiences.

C. MODE OF INSTRUCTION
The previously described objectives will be achieved through lectures, discussions, collaborative groups, videos, assigned readings, and brief reaction papers. Although the main concepts in the field of psychology will be covered, not all important information from the text will necessarily be discussed in class.

D. METHOD OF EVALUATION

<table>
<thead>
<tr>
<th>Source</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3x200)=</td>
<td>600 points</td>
</tr>
<tr>
<td>Participation in Class Activities =</td>
<td>200 points</td>
</tr>
<tr>
<td>Course Paper =</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

900 - 1000 points  =  A  
800-899 points     =  B  
700- 799 point     =  C  
600 - 699 points   =  D  
<600 points        =  F or N  

Textbooks, Supplies and Other Assigned Instructional Materials:

COURSE NUMBER  COURSE TITLE
Number of Credits
Days and Time

INSTRUCTOR:  To Be Filled by Instructor (TBFI)
OFFICE:  TBFI
OFFICE HOURS:  TBFI
TELEPHONE:  TBFI
EFFECTIVE DATE:  TBFI  Semester/Year

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course will provide students with an understanding of the different theories of the emotional, mental, physical, and social development of persons from infancy to adulthood and the unique similarities and differences among individuals and their cultures.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

- Compare and contrast 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 cultures.
- Apply human development theories and concepts to personal, social, educational, and occupational experiences.

COURSE TASKS

A. EXAMS (60%, 600 points of total grade):
   Complete three (3) exams covering assigned readings, class activities, discussions, lectures, videos, and handouts. Each Exam will consist of Multiple Choice, True False, Fill in the Blank, and Short Answers.
   **Do not miss exams.** Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical **EMERGENCY**. Routine appointments are not emergencies, and should be scheduled outside of class hours. In case of emergencies, it is the responsibility of the student to contact the instructor.

B. CLASS ACTIVITIES/ ATTENDENCE
   (20%, 200 points of total grade):
   Each student will be expected to participate in specific activities each week. Some activities will only require participation in group activities in class, but most will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the
work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no makeup opportunities for these activities. If you plan to earn a B grade or higher for the course, it is essential that you complete these required activities as scheduled.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute her or his share to the interactive learning that is an important part of every class. To receive credit for participation, each student will need to participate.

C. COURSE PAPER (20%, 200 pts of total grade):
Handout with instructions to be provided in class. This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this project. Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.

ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Source</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Exams (3x200)=</td>
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<td><strong>Total</strong></td>
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</table>

900 - 1000 points = A  
800-899 points = B  
700-799 point = C  
600 - 699 points = D  
<600 points = F or N

LEARNING RESOURCES


ADDITIONAL INFORMATION

- (TBFI)

Revised August 10, 2006