UNIVERSITY of HAWAIʻI
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Koʻolau

HDFS 230, Human Development

Fall 2026
3 Credits | CRN 62221
Online/Asynchronous

Windward Community College Mission Statement

ʻO keia ka wā kūpono e hoʻonui ai ka ʻike me ka hoʻomaopopo i kō Hawaiʻi mau hoʻoilina waiwai. Aia nō hoʻi ma ke Kulanui Kaiāulu o ke Koʻolau nā papahana hou o nā ʻike ʻake akamai a me nā hana noʻeau. Me ke kuleana koʻikoʻi e hoʻohiki ke Kulanui e kākoʻo a e hoʻokumu i ala e hiki kē kōkua i ka hoʻonui ʻike a nā kānaka maoli. Na mākou nō e hoʃʻolako, kākoʻo a paipai i nā Koʻolau a kō Oʻahu aʻe me nā hana noʻeau ākea, ka hoʻonaʻauao ʻoihana a me ka hoʻonui ʻike ma ke kaiāulu— hōʻaʻano a e hoʻoulu i nā haumāna i ka poʻokela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Koʻolau region of Oʻahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

ʻĀina

Windward Community College is located in the ahupuaʻa of Kāneʻohe and Heʻeʻia in the moku of Koʻolaupoko on the island of Oʻahu. Both ahupuaʻa are directly connected to the moʻo ʻōlelo of Pāpa and Wākea, who are seen as the ancestors of the Hawaiian nation. The campus sits beneath the puʻu of Keahiakahoe, which is also connected to many moʻo ʻōlelo of this ʻāina. Because wind names and rain names are associated with specific ʻāina, the rain name of Kāneʻohe is known as the ʻĀpuakea and the rain name of Heʻeʻia is the Ulumano.

Instructor Information

About Your Instructor

Aloha mai kākou! I'm excited to be your instructor for this course! My name is Kahōkū Baker Calventas, and I'm here to support you throughout your learning journey. I have a more formal video embedded in the course for you to learn more about me.

I want to ensure that our communication is clear and effective. I typically respond to emails within 24 hours during weekdays, and I'll do my best to return any weekend inquiries by Monday. For grading, you can monitor your progress via Lamakū however your eTextbook reading and work will be graded at the end of the class and transferred into Lamakū. Expect feedback within 5-7 days of submitting your assignments (see below for assignments & project due dates).

How to Contact Your Instructor

Instructor: Kahōkū Baker Calventas, MEd.
Office: Hale Na'auao Rm 122
Office Hours: By appointment only (schedule with link below)
Email: ebaker@hawaii.edu
Schedule a ZOOM Meeting: Calendar link

Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

Asking Course Questions

If you have any questions, concerns, or need assistance, please don't hesitate to reach out. Email specific grading questions and/or personal matters, per FERPA, to keep your information protected. Please use Lamakū Email instead of UH Gmail whenever possible.

While Lamakū has an Instant Message feature, I may not respond as quickly - I prefer email. However, feel free to use Instant Message to communicate with your HDFS 230 classmates. As a reminder, I'm available to address your queries during office hours by appointment.

Contingency Plan

If there is an outage, weather situation, or family emergency on my end, I will do my best to find a way to communicate an update as soon as possible about my return to the course. Mahalo in advance for your understanding and I hope you will do the same.

Students experiencing these same situations should do their best to inform the instructor as soon as possible.

Course Information

Catalog Description

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

Recommended Preparation: *Psy 100.*

Activities Required at Scheduled Times Other than Class Times

In addition to your regular coursework and assignments, there will be a cultural Connections Activity that requires participation in community service. There are also optional extra credit opportunities available (with instructor approval). Both of these will need to be completed outside of regular class time. More details about these assignments can be found in the Course Format section below.

Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

1. Compare and contrast the various theories of human development and behavior.

2. Describe biological, cognitive, and psychosocial development for each life-span period.
3. Investigate the existence of similarities, differences, and uniqueness in human development among individuals and their culture.
4. Apply human development theories and concepts to personal, social, educational, and occupational experiences.

Required Materials

The text for this class is available via *e*text and includes a subscription to Revel, an online learning platform.

- Feldman, R. S. (2019). *Development Across the Life Span* (10th Edition). Pearson Education (US). ISBN: 9780135695197

How to access the eText:

1. To access your textbook, go to Lamaku>HDFS 230>Click on the **VitalSource** widget for UH/WCC IDAP button on the left menu bar in the Lamaku course site. 1. Create a Pearson Revel account using your name as found in your UH registration. See Lamaku for further information and instructions on how to set up and opt in.

2. To ensure your Pearson Revel points are correctly transferred to Laulima's grade book, make sure you create the account using your legal name. Doing otherwise may result in 0 points or a non-transfer of points to your course grade.

3. The price of the eText should be listed in your MyUH account along with your other WCC financial obligations.

B. For more information about IDAP, read the emails from the WCC Bookstore.

Supplemental reading may be provided by the instructor.

Course Format

This is an **8 week asynchronous class** (online course), the reading will be greater and the work pace will be faster than a full semester (16 week) class. We will cover one of each 8 developmental stages of life from our eText per week. Each part may

include 2-3 chapters. **Check the class site & Announcements on Lamaku every Monday** (or earlier) for any additional assignments, information, or updates. This is an asynchronous class, you will be responsible for managing your time and submitting assignments when due. Asynchronous classes require a great deal of organization and independent regulation. If this is becoming overwhelming, please reach out to me and/or campus services to assist you in getting back on track.

REVEL Text Readings/Assignments/Quizzes (500 pts; 50% of your grade)

As part of the eText for this class, you will be required to access and complete the accompanying Revel assignments including concept checks, module quizzes, and chapter quizzes. In addition, you will create a Virtual Child and Virtual Life as you go through the stages of development in the text. All of these assignments will gain points for the parts 1-8 of the text. The points will convert to a percentage. You will be able to see your scores/points in Revel as you go along. That will be what will be entered as your grade for each of the 8 parts respectively at the end of the course. You can expect the following possible points:

- Module Quizzes: 3 pts. per question
- Video Quizzes: 3 pts total
- Chapter Quizzes: 5 pts. per question

The quizzes allow for up to 3 tries, with one less point for each additional try. All assignments will be published and accessible 2 weeks before the due dates. You are welcome to work ahead. ***Late work will be accepted only with prior approval from the instructor, and with a minus 1 point per day penalty.***

Cultural Connections Activity (200 pts; 20% of your grade)

This project will take you out into the community and connect you with this place and its stories. A list of activities to choose from will be provided. A one page reflection form will be filled out after the experience and must include at least two pictures of you during the activity.

Autobiographical Video Project (200 pts; 20% of your grade)

Each student will create their own autobiographical video with a slidedeck. The slides will cover the eight stages of life included in the textbook. Each section will feature at least one photo (preferably of the student or family members) with a voice over including each developmental domain based on information learned in the lecture or textbook and recorded in a graphic organizer as well as personal connections.

Final Exam on Lamakū (100 pts; 10% of your grade)
The exam will cover chapters 1-19 in your textbook and must be submitted by **Friday, 10/16/26 by 9:00pm**.

Supplemental Content
There are supplement videos available to view each week that add additional context to the HDFS 230 course material. These pre recorded videos are optional to view, however they are highly suggested in order to increase your understanding of the material.

Discussion Boards/Private Messages/Announcements
Please take a moment to see if any discussion questions have been posted in this section for you to participate in. While these won't be graded, I encourage you to engage and interact with your peers. Remember to be thoughtful and respectful in your responses, and ensure that your replies are written in an academic style. You may use the Private messages to communicate with the instructor or your peers. Announcements, which contain important information for quick reference, can be found on the Overview page of Laulima.

Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

Course Technology

Laulima Learning Management System

- Laulima (Sakai) Accessibility
- Laulima will be unavailable daily from 3:00 am-4:00 am HST for server backup and maintenance.
- Laulima automatically logs you out *if it does not detect activity for two hours*. A warning message will appear, notifying you of the lack of activity. Activity is

defined as clicking a button in Laulima, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Regular Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: RSI Definition-WCC.

Other Technology

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- Google Sheets is used to create assignment and reference worksheets (accessibility statement, privacy policy)
- Google Docs is used to create the Course Design Document and rubrics (accessibility statement, privacy policy)
- Loom is used for screen recording (accessibility statement not provided, privacy policy)
- YouTube is used for delivering some of the course content (accessibility statement, privacy policy)
- Zoom is used for the Synchronous Sessions and virtual office (accessibility statement, privacy policy)

Grading Policy

Grades are based on assignments, quizzes, participation, and exams. Grades should be posted within a week after submission. Please meet all deadlines, and reach out if you have any questions.

Assessment Tasks and Grading:

Here is the breakdown of the assignments for this class:

• Revel Assignments:	500 points
• Discussion Posts & Syllabus Quiz:	100 points
• Cultural Connections Project:	100 points
• Autobiographical Video:	200 points
• Final Exam	100 points
	1000 points

Grading Scale:

Your total point + extra credit then determines the final course grade you have earned for HDFS 230:

A = 900-1000 points (90-100%)
B = 800-899 points (80-89%)
C = 700-799 points (70-79%)
D = 600-699 points (60-69%)
F = 599 and Below (0-59%)

Late work will not be accepted, unless prior authorization given from the instructor.

Extra credit opportunities (need pre approval):

There will be opportunities to earn extra credit in this class in the following ways. Extra credit should be requested only if necessary and will need to be approved with the instructor beforehand.

1. Choose from a list of writing prompts I will provide. Write 2-3 pages (double spaced) and take the draft to the WCC Ka Piko writing lab to work on writing skills. You must submit your original writing and the final draft. Also, the tutor must email me to verify this work was done in the writing lab.
2. Volunteer at a family engagement event, family resource center, in a childcare center/preschool, or elderly/retirement home or community center for 3 hours and write a 1-2 page reflection on your experience. Reflection should include but not limited to:
    - **First Impressions** – What was your initial reaction when you arrived? How did your perception of the place or people change over time?
    - **Role and Contribution** – What specific tasks did you do, and how did they contribute to the event or facility's goals?
    - **Human Connections** – Share one meaningful interaction you had or observed with an individual or group. What made it stand out to you?
    - **Learning and Insights** – What did you learn about the population served (families, children, or older adults) that you didn't know before?
    - **Cultural Responsiveness** – How did you see the staff or environment honoring cultural diversity and inclusion?
    - **Personal Growth** – How did this experience challenge you or confirm your understanding and connection to the study of Human Development? Is there an importance to having this understanding?
    - **Course Connection** – How does this experience connect to concepts we have discussed in class? Give specific examples.
    - **Looking Ahead** – How might this experience influence your future personal or professional goals?

Participation must be verified with the program staff. This MUST BE pre-approved by the instructor and we will work out the details together.

You may complete 1 out of the 2 worth 50 extra credit points.

Weekly Assignments

All weekly readings, assignments and projects are due by Friday at 11:59pm and will be available at least two weeks in advance, except for Week 8. Aim to work ahead whenever possible.

Week	Date	Reading & REVEL assignments	Topic	Assignment Due Dates ***Due every Friday by 11:59 pm***
1	8/23	Part 1 (Ch. 1, 2, 3)	Beginnings	☐ Complete Modules:Start Here, Week 1, Syllabus ☐ Syllabus quiz/acknowledgement ☐ Schd 1:1 zoom mtg with Kumu ☐ Set up Revel ☐ Ch reading & assignments CH 1, 2, 3 ☐ Plan your Cultural Connection Activity (CCA) ☐ DP 1 - Ho'olauna
2	8/30	Part 2 (Ch. 4, 5, 6)	Infancy	☐ Submit CCA plan DUE ☐ Ch reading & assignments CH 4, 5, 6
3	9/6	Part 3 (Ch. 7 & 8)	The Preschool Years	☐ Ch reading & assignments ☐ DP 2 - Where you stay?
4	9/13	Part 4 (Ch. 9 & 10)	The Middle Childhood Years	☐ CCA assignment due ☐ Ch reading & assignments
5	9/20	Part 5 (Ch. 11 & 12)	Adolescence	☐ Ch reading & assignments ☐ Work on Stages of Life project ☐ DP 3 - CCA peer share out
6	9/27	Part 6 (Ch. 13 & 14)	Early Adulthood	☐ Ch reading & assignments ☐ Graphic Organizer on Stages of Life due
7	10/4	Part 7 (Ch. 15 & 16)	Middle Adulthood	☐ Ch reading & assignments ☐ Autobiographical Video due
8	10/11	Part 8 (Ch. 17, 18, &	Late Adulthood &	☐ Revel reading & late assignment **Due WED, 10/14 by 5pm.**

Week	Date	Reading & REVEL assignments	Topic	Assignment Due Dates ***Due every Friday by 11:59 pm***
		19)	the End of Life	☐ Final Exam and Course Evaluation **Due FRIDAY, 10/16/26 (by 9pm.)**

*Finals Week Exam Schedule

Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

1. Students will receive a failing grade for plagiarized assignments.
2. All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

Here are some UH Guidelines and AI Recommendations.

Student Kuleana

- Please review our Hawai'i-Style Netiquette, which blends the values of ALOHA with approaches to how we should consider treating each other online.
- Time management is important! Create a study schedule to stay on track with course materials and deadlines, and set intentional time to complete assignments.
- Campus resources: Reach out immediately if you need help. Utilize the resources WCC provides (see Academic Support below).
- Communication & engagement: Check course announcements and emails regularly. Engage with the material and peers on discussion boards when

available. Reach out to me with any questions or concerns via email or the course messaging system.

- Windward CC has Grievance Procedures in place, but I encourage us to try to work together first to see if we can work through any troubles. Mahalo!

How to Seek Academic or Technical Support

Academic Support

- Windward Community College Library
- Library eResources
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Evening and Online Learning at Windward Community College
- STAR Balance

Technical Support

- UH ITS Help Desk – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Laulima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale Laʻakea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Laulima – Click on the Request Assistance link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.
- Information Security for Students

College Policies & Support Services

Additional resources can be found in the RESOURCES module on the Lamakū course.

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs website.

Disabilities Accommodations Statement

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kako'o 106) for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course it is highly recommended that you contact the Financial Aid Office at (808) 934-2712 or email them at wccfao@hawaii.edu ***BEFORE*** you withdraw to discuss the impact this decision may have on your financial aid eligibility.

Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the WCC Mental Health & Wellness website.

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or online.

Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Desrae Kahale, UH System Confidential Advocate
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit UH Alerts website for more information.

LGBTQ+

The University of Hawaiʻi system and Windward Community College are committed to building an inclusive community that supports and advocates for all students, staff, and faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. For more information, see the University of Hawaiʻi Commission on LGBTQ+ Equality. Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu.

TRiO Program

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Information about services can be found at Windward CC TRiO.