Hawai‘i Community College  
Certification for General Education: Purpose, Criteria & Procedures  
approved by GECTT, 2-27-12

Purpose

The purpose of GE certification at HawCC:

- ensures consistent implementation of HawCC’s General Education Philosophy; and
- ensures that certified courses provide evidence of academic rigor and consistency with regard to the course outline—course objectives, student learning outcomes and course description—by meeting stated General Education Learning Outcome descriptors.

The purpose of the General Education Committee (GEC) is to review applications in order to designate courses to be part of HawCC’s General Education curriculum.

Criteria for Certifying Courses for General Education

All HawCC courses that are certified as GE must: (#1 & #2 are from Sept. 23, 2011 Senate-approved, as amended, resolution)

1. have a primary designation and at least three secondary designations, one of which is Critical Thinking and one of which is Critical Reading.
   a. Primary designation:
   i. Courses numbered 100 or higher:
      Course learning outcomes and course objectives must support all descriptors of the primary designation except for those in the Communication (#1) and Areas of Knowledge (#7) Learning Outcomes. For those designations, all descriptors for a subcategory must be met. (amended by Senate, Jan. 27, 2012)
   ii. Courses numbered lower than 100:
      Course learning outcomes and course objectives must meet all those descriptors designated as essential on the HawCC General Education Student Learning Outcome Descriptors of the primary designation.

b. Secondary designations:
   i. Critical Thinking:
      All certified courses must have at least one course learning outcome and course objective that supports a Critical Thinking descriptor or have evidence that the content taught relies on the use of at least one (1) Critical Thinking descriptor.
   ii. Critical Reading:
      All certified courses must have at least one course learning outcome and course objective that supports a Critical Reading descriptor or have evidence that the content taught relies on the use of at least one (1) Critical Reading descriptor.
   iii. In addition all certified courses must have at least one course learning outcome and course objective that supports at least one other GE learning outcome designation descriptor, i.e. not the primary designation or Critical Thinking or Critical Reading.

2. include rigorous reading, written, or quantitative assignments (as appropriate) that evaluate the student learning outcomes.

Procedures

1. Complete the HawCC Course Outline. Include in #8 (Course Topics) details in outline format

2. Complete Attachment A with the signatures of all tenure-track faculty in the discipline (ie, those who teach or may teach the subject). Signatures indicate support for course being submitted for GE certification.

3. Submit the Course Outline with Attachment A to the Chair, General Education Committee

4. See the Signature Page of Attachment A (Section H.) for additional instructions.
1. Course Description:
   Covers principles of human development from conception through early childhood. Focuses on the interrelation of physical, cognitive, emotional and social aspects of the individual during this period and how this information of development affects one's expectations and relationship to the individual child.

2. Number of Credit Hours: 3

3. Course Prerequisites and Concurrency: (Please check the box if the prerequisite may also be taken in the same semester as the proposed course.)
   a. Completion of Eng22 or ELS 15 or placement in Eng 100

4. Course Corequisites: (Course that must be taken in the same semester as the proposed course.)
   a. none

5. Recommended Preparation:
   none

6. Student Learning Outcomes:
   a. Describe young children’s developmental characteristics and needs in the developmental domains of physical, social, emotional, and cognitive.
   b. Apply child development knowledge to guide practice.
   c. Articulate key developmental theories and principles focused on prenatal to 8 years.
   d. Demonstrate understanding of multiple interacting influences on development.

7. Course Objectives
8. Course Topics:

a. Explain and demonstrate developmental theories and their application to practice
b. Explain and demonstrate understanding of physical development of young children (0-8 years), including variable growth and behavioral patterns
c. Explain and demonstrate understanding of cognitive development (0-8 years)
d. Explain and describe understanding of social and emotional development of young children (0-8 years)
e. Explain and demonstrate the integration of various developmental domains and ways in which individual differences affect development
f. Describe biological and environmental factors that promote wellness and influence development
g. Identify a variety of uses of observation in early childhood and begin writing clear and vivid descriptions based on observations
I. Principles of growth, development, and learning (0.5-1 week)
A. Growth and development depend on interplay among biology and environmental influences.
B. Growth, development, learning and behavior are influenced by cultural and societal contexts.
C. Physical growth and development generally follow a cephalocaudal (head downward) and proximodistal (in to outside) direction.
D. Development follows similar patterns, though individual rates vary.
E. Rates of development vary among developmental domains in children.
F. There are periods of development during which the child is most sensitive or vulnerable to environmental and/or social emotional interactions.

II. Theories of growth and development; application to each stage of development (1 week)
A. Jean Piaget – Cognitive Theory
B. Erik Erikson – Psychosocial Theory
C. Lev Vygotsky – Sociocultural theory
D. Howard Gardner – Multiple Intelligences Theory
E. Abraham Maslow – Concept of Self-Actualization
G. Arnold Gesell – Maturational Theory
H. Urie Bronfenbrenner – Bioecological Systems Theory

III. Stages of Development (5-10 week)
A. 0-12 months Infancy
B. 12-36 months Toddlers
C. 36-60 months Preschoolers
D. 60-84 months School Agers

IV. Domains of Development (0.5-1 week)
A. Physical
B. Social Emotional
C. Cognitive and Language

V. Infant growth and development (social/emotional, physical, cognitive, language) (3-4 weeks)
A. Pregnancy, prenatal development and delivery
B. Infant social/emotional development
C. Infant physical growth and development
D. Infant cognitive development
E. Infant language development

VI. Toddler growth and development (social/emotional, physical, cognitive, language) (3-4 weeks)
A. Toddler social/emotional development
B. Toddler physical growth and development
C. Toddler cognitive development
D. Toddler language development

VII. Preschool age growth and development (social/emotional, physical, cognitive, language) (3-4 weeks)
A. Preschool social/emotional development
B. Preschool physical growth and development
C. Preschool cognitive development
D. Preschool language development

VIII. School age growth and development (social/emotional, physical, cognitive, language) (3-4 weeks)
A. School age social/emotional development
B. School age physical growth and development
C. School age cognitive development
D. School age language development

IX. Introductory observation and assessment tools (1-2 week)
A. Observation
   i. What are the components of observation
CRITERIA FOR TRANSFER COURSES (Attach. III/IV, CCM 6100)
Final decisions as to the academic level of a course should generally rest with the professional judgment of the faculty. Each of the items below indicates an area which should be considered in arriving at this judgment, although not all items pertain to all courses. It is important that judgments not be made by the “least common denominator” approach: the standard to keep in mind is the “typical” college transfer course, rather than the most borderline courses now accepted within the system.

1. Rate of progress expected of students.
High schools and colleges typically differ rather substantially in the quantity of material taught in a semester. The course in question should be compared with high school and college courses in related areas.

2. Basic skills (reading, writing and analytical) needed for success in the course.
The concern here is with the skill levels required of students rather than the level of material in the class. To be successful in most freshman transfer courses, a student must have a minimum of 10th grade skill level in the areas relevant to the course.

3. Amount and level of reading, writing or other independent work required.
As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level. Sometimes sophisticated ideas are presented in a simple writing style (such as the writing of Campus). In these cases, the level of the audience for which the materials were developed or who normally read them may be a useful indicator.

College courses usually differ from high school courses in the amount of reading, writing or other independent work required of students. The long standing rule of thumb for lecture classes is that students should spend two hours studying outside of class for every hour in class. For laboratory classes, a rule of thumb is that the student should spend three hours per week for each credit assigned to the class, with the student working independently or in groups for a substantial portion of the lab.

4. Amount and level of quantitative and logical reasoning required.
Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses, (In the field of mathematics itself, courses through second year algebra are non-transfer.) Courses should also be examined for use of logical principles.

5. Conceptual level of the course.
Transfer courses generally stress theory, principles and concepts more than do non-transfer courses. They also move at least somewhat beyond recognition, recall and application to synthesis, analysis and understanding, although a major goal of many introductory transfer courses is mastery of the basic language and concepts of the discipline. Where a course focuses on teaching specific skills, it may be transfer level if it emphasizes the skills as applications of basic underlying principles and devotes considerable attention to understanding of those principles.

6. Background knowledge in related subject matter expected of students entering the course.
If a course is based on the expectation that students will have completed normal high school courses in related areas it may be a transfer course (e.g., high school physics as an expected preparation for a technical program). If the course has as a prerequisite, another course, which is itself transferable, and if the knowledge from the prior course is utilized in the course in question, the course should be transferable.
7. **Level of mastery expected of students.**
When the competencies attained in a course are sufficient to prepare students for further study in a related baccalaureate program, the course may be transferable. The relationship between the subject matter of the course and any related baccalaureate program area should be examined.

8. **Is there a counter-part to this course on any four-year campus in the University system?**
Although generally a course taught on four-year campuses would automatically be numbered 100 or above, it should be examined against other criteria as well. It is possible that some courses offered on four-year campuses should not be there. If such a case arises, we should challenge the appropriateness of that course on the four-year campus rather than blindly following their lead.

9. **Is this course taught at or accepted by major accredited mainland colleges or Universities?**
As in #8, the course should be examined against other criteria as well. Practice elsewhere is not sufficient justification for our numbering decisions.
Hawai‘i Community College
Attachment A, Part II:
Form to be Submitted for General Education Certification of Courses for the A.A. and A.S. Degrees only

A. ED 131
   course alpha  course number  Early Childhood Development: Theory  course title

B. Effective semester & year for entering students (ie, semester & year of implementation)
   Fall 2012

C. General Education Student Learning Outcome being sought as the Primary Designation. All descriptors within a GELO must be supported.
   Select 7. Areas of Knowledge - Social Sciences

D. Based on the General Education Student Learning Outcome selected in C. (Primary Designation), list the specific course objectives and any relevant course student learning outcomes that support each of the descriptors in this GELO.

<table>
<thead>
<tr>
<th>GE Student Learning Outcome Descriptors</th>
<th>Course Objectives (may provide supporting explanation as needed, after each one)</th>
<th>Course student learning outcomes (provide all that support the GELO descriptor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Knowledge - Social Sciences</td>
<td>Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities enables a student to...</td>
<td></td>
</tr>
<tr>
<td>d. use the basic terminology of theories, structures or processes in the social sciences</td>
<td>a. Explain and demonstrate developmental theories and their application to practice</td>
<td>c. Articulate key developmental theories and principles focused on prenatal to 8 years</td>
</tr>
<tr>
<td></td>
<td>b. Explain and demonstrate understanding of physical development of young children (0-8 years), including variable growth and behavioral patterns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Explain and demonstrate understanding of cognitive development (0-8 years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Explain and describe understanding of social and emotional development of young children (0-8 years)</td>
<td></td>
</tr>
</tbody>
</table>
| e. demonstrate an understanding of the theories of the social sciences. | a. Explain and demonstrate developmental theories and their application to practice  
| b. Explain and demonstrate understanding of physical development of young children (0-8 years), including variable growth and behavioral patterns  
| c. Explain and demonstrate understanding of cognitive development (0-8 years)  
| d. Explain and describe understanding of social and emotional development of young children (0-8 years)  
| e. Explain and demonstrate the integration of various developmental domains and ways in which individual differences affect development  
| f. Describe biological and environmental factors that promote wellness and influence development  
| f. systematically study human behavior using research methods of the social sciences. | g. Identify a variety of uses of observation in early childhood and begin writing clear and vivid descriptions based on observations  
| b. Apply child development knowledge to guide practice  
| d. Demonstrate understanding of multiple interacting influences on development  

**E. Textbook(s) and/or other written material (can include electronic material):**

<table>
<thead>
<tr>
<th>a. List the textbook(s) and/or other written material to be used. (If no textbook is use, so state.) Indicate approximate portion of text to be used, if less than 75%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Young Child by Margaret Puckett, Janet Black, Donna Wittmer, and Sandra Petersen  500 pages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Identify grade level of textbook(s) and/or other written material. Publishers can provide grade level for textbooks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th grade reading level</td>
</tr>
</tbody>
</table>

**F.** List specific rigorous assignments/activities that are commonly required to evaluate student learning for all sections taught of this course. Identify the category by marking X in all that apply—reading, writing, quantitative, or a combination. HawCC uses the following to define academic rigor:

- **Reading**—Provide a description of rigorous student engagement in the critical reading process. For example: quantify number of pages or percentage of textbook read (written at 12th/13th grade level), provide the number of scholarly articles read (with a minimum of 5 bibliographic references per article), or describe the nature and length of other assigned readings.
- **Writing**—Provide a description of rigorous student engagement in the writing process. For example: give the number of pages written over the semester or describe the nature of the paper—research, observation, journal, etc.

- **Quantitative reasoning**—Provide a description of rigorous student engagement in the quantitative reasoning process. For example: provide the number and nature of mathematical problems (at least above one year of high school algebra); describe the extent and nature of data collection and analysis or mapping projects.

Describe assignments/activities that show rigorous student engagement—include assignments/activities of same type in one row—(mark X for all that apply—reading, writing, quantitative):

<table>
<thead>
<tr>
<th>Description</th>
<th>Reading</th>
<th>Writing</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will be reading 80-90% of the 500 plus page text</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Observation Assignment: The observation assignment is an opportunity for students to develop observation and description skills and to relate child development theory and principles to the actual characteristics and abilities of a child in a given age group. Observing an age appropriate child will support understanding of growth and development. Using and practicing systematic observation methods and descriptive writing skills is a strong component of this activity. Attending class regularly and re-reading the chapters corresponding to the age of the child observed will begin the project. Selecting and observing a child (who meets the age group requirements) over several days and/or weeks will be required. During this time a running record description of the child in action, six anecdotal records, and a developmental checklist will be recorded. Several questions required to be answered in writing about their child will ask for connections to developmental theory from observations. After completing all the observations and recordings synthesizing all the information and writing an interpretation of the experience of the child and the data collected will complete the project.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Developmental Milestone Project: For each of the age groups: infant, toddler, preschool, school-age a Developmental Milestone Project will be completed. From readings materials and class discussions students will choose three developmental milestones in each developmental area: physical, social/emotional, cognitive, language for the appropriate age group. After re-reading the corresponding chapters in text a selected milestone and approximate age (in months) will be placed by the developmental area. A developmentally appropriate practice appropriate to support, enhance and strengthen the child’s increasing development in the area will be designed through synthesis of materials, class experiences, and critical thinking. This will be written onto the chart. The final column on the chart will ask for page numbers of text or reference class notes that were utilized in completing each domain.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Enter text.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>
G. Secondary Designations:

- For the first of 3 required General Student Learning Outcome designations—critical reading—select at least one descriptor that the course supports, copy it into the table below and include either a supporting course objective and supporting course student learning outcome, or content evidence.

<table>
<thead>
<tr>
<th>Critical Reading - Read critically to synthesize information to gain understanding enables a student to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. analyze, organize, evaluate, and synthesize ideas from textbooks, periodicals, literature, and electronic sources.</td>
</tr>
</tbody>
</table>

**Supporting Course objective and Supporting Course SLO:**

<table>
<thead>
<tr>
<th>Enter Text</th>
</tr>
</thead>
</table>

**OR Content evidence (i.e., assignments/activities)**

<table>
<thead>
<tr>
<th>Completing Observation Assignment and Developmental Milestone Project (both described above “F”)</th>
</tr>
</thead>
</table>

- For the second of 3 required General Student Learning Outcome designations—critical thinking—select at least one descriptor that the course supports, copy it into the table below and include either a supporting course objective and supporting course student learning outcome, or content evidence.

<table>
<thead>
<tr>
<th>Critical Thinking - Make informed decisions through analyzing and evaluating information enables a student to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
</tr>
</tbody>
</table>

**Supporting Course objective and Supporting Course SLO:**

<table>
<thead>
<tr>
<th>Enter Text</th>
</tr>
</thead>
</table>
For the third of 3 required General Student Learning Outcome designations—anything other than the primary designation, critical reading and critical thinking—select at least one descriptor that the course supports, copy it into the table below and either a supporting course objective and supporting course student learning outcome, or content evidence.

4. Information Competency

Information Competency – Retrieve, evaluate, and utilize information enables a student to...

a. define and articulate his/her information need
b. retrieve and evaluate information from a variety of sources
c. synthesize information from a variety of sources
d. use information ethically and cite it appropriately.
e. understand the ethical and legal (copyright) uses of sources and what plagiarism is.

Supporting Course objective and Supporting Course SLO:

Enter Text

Enter Text

OR Content evidence (i.e., assignments/activities)
c. synthesize information from a variety of sources
Completing Observation Assignment and Developmental Milestones Project (both described above “F”)

- Optional--additional secondary designations beyond the required 3 may be chosen. Please write in the additional General Education Learning Outcome, the descriptor and the supporting evidence for each.