



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HDEV
Course Number:	110
Descriptive Title:	Learning and Development in College and Career
Division:	Behavioral and Social Sciences
Department:	Human Development
Course Disciplines:	Human Development
Catalog Description:	This course provides an exploration of cognitive, psychological, social and physical factors influencing human behavior. Students will be introduced to psychological theories, research, and behavioral science principles used to understand individual behavior as it relates to achievement and fulfillment in higher education and careers. Topics include learning theory, higher education outcomes, critical thinking, motivation, self-efficacy, health and wellness, and interpersonal communication in a diverse world.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	02/19/1990
Transfer UC:	Yes
Effective Date:	fall 2009
General Education: ECC	Area 5 - Health and Physical Education
Term:	
Other:	
CSU GE:	Area E - Lifelong Understanding and Self-Development
Term:	

Other:	
IGETC:	Applying for Area 4: Social Sciences
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Factors Influencing Human Behavior</p> <p>Students will be able to identify and analyze cognitive, psychological, social and physical factors influencing success in college and in life.</p> <p>SLO #2 Overcoming Obstacles & Creating Success</p> <p>Students will be able to apply conceptual frameworks related to learning, motivation, self-efficacy, outcomes, wellness, and interpersonal communication in a diverse world.</p> <p>SLO #3 Theories and Frameworks</p> <p>Students will utilize active learning and critical thinking to apply psychological theories, research, and behavioral science principles to achievement in higher education and careers.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Describe and evaluate conceptual models for learning in academic and professional contexts. 2. Evaluate theories associated with learning and critical thinking. 3. Demonstrate an understanding of theoretical frameworks for self-awareness and self-regulation in education. 4. Compare and contrast approaches to postsecondary education. 5. Analyze contemporary issues related to equity in education. 6. Discuss motivation theory and factors influencing motivation as these relate to life roles. 7. Analyze research related to psychological and physiological aspects of health and well-being. 8. Discuss theories and principles for interpersonal communication and cooperative learning. 9. Demonstrate an understanding of theories for persistence and resilience.
Major Topics:	<p>I. Contemporary Issues in Higher Education (6 hours, lecture)</p> <p>A. Current research in higher education outcomes</p> <p>B. Analysis of trends, issues, and equity-focused approaches to higher education</p> <p>C. College customs, resources, and services</p> <p>D. Information and technology literacy</p> <p>II. Introduction to Theoretical Frameworks (5 hours, lecture)</p> <p>A. Learning orientation</p> <ol style="list-style-type: none"> 1. Growth mindset

2. Fixed mindset

3. College outcomes associated with learning orientations

B. Locus of control

C. Frameworks for decision-making

III. Introduction to Theories and Issues in Motivation (6 hours, lecture)

A. Theoretical approaches to motivation

B. Models for goal-setting

C. Factors influencing motivation

D. Sociological influences on motivation and behavior

E. Principles for career development across the lifespan

IV. Health and Well-Being (5 hours, lecture)

A. Components of wellness

B. Sources of stress and effective stress management

C. Emotional intelligence

D. Physiological and cognitive implications of self-esteem

V. Self-Awareness and Self-Regulation (5 hours, lecture)

A. Theoretical approaches to understanding self-awareness and self-regulation

B. Cognitive, emotional, and behavioral patterns

C. Habit patterns impacting achievement in academic and professional settings

VI. Interdependence in Academic and Professional Contexts (5 hours, lecture)

A. Contemporary research in diversity, equity, inclusion, and accessibility

B. Cooperative learning principles and collaborative work processes

C. Networks in Academic and Professional Contexts

D. Effective Interpersonal Skills

VII. Lifelong Learning (5 hours, lecture)

A. Brain research and theoretical frameworks for learning

	<p>B. Critical thinking and models for active learning</p> <p>C. Assessment of learning preferences and approaches</p> <p>D. Learning in educational and professional environments</p> <p>VIII. Self-Management (5 hours, lecture)</p> <p>A. Frameworks for explaining human behavior and choice</p> <p>B. Concepts influencing self-management</p> <p>C. Effects of time management on achievement</p> <p>D. Influence of grit and self-discipline on goal attainment</p> <p>IX. History and Philosophy of Higher Education (5 hours, lecture)</p> <p>A. Contemporary issues and models in postsecondary education</p> <p>B. Factors in educational and career design</p> <p>C. Identifying and Understanding College Resources and Services</p> <p>D. Information Technology Literacy</p> <p>X. Educational Planning (7 hours, lecture)</p> <p>A. History and Philosophy of Higher Education</p> <p>B. Values of College Outcomes and Experiences</p> <p>C. Prerequisites, General Education, and Major Courses</p> <p>D. Educational Planning and Career Research Tools and Resources</p> <p>E. Process for Developing an Educational and Career Plan</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	In a three- to five-page research paper, select one of the conceptual models for learning discussed in class, and explain its relevance to contemporary issues in higher education.
Critical Thinking Assignment 1:	Select a theory related to resilience and persistence and, in a three- to five-page paper, describe current research related to student achievement.

Critical Thinking Assignment 2:	In a three- to five-page paper, compare and contrast theoretical frameworks for cooperative learning. Analyze their relevance to principles for diversity, equity, inclusion, and accessibility in academic and professional settings. Discuss your recommendations for improving student outcomes.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Duffy, K., Kirsh, S., & Atwater, E. (2021). Psychology for Living: Adjustment, Growth, & Behavior, 11th ed. Pearson. Weiten, W., Dunn, D., & Hammer, E. (2018). Psychology Applied to Modern Life: Adjustment in the 21st Century, 12th ed. Cengage.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	Supplementary materials from instructor.
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding	

course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, writing term or other papers, and written homework. A student's success in this class will be enhanced if they have these skills.
	Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop term or other papers and written homework.
	Apply knowledge of academic habits of mind.
	Summarize, analyze, evaluate, and synthesize college-level texts.
	Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
	Demonstrate intermediate-level reading comprehension within a variety of time limitations.
	Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.
Predict outcomes, interpret events, identify and restate main ideas, and draw inferences from various readings of advanced-level difficulty.	
Employ academic vocabulary and literary terms in written and oral analyses of advanced-level readings.	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Bea Brody, William Cooper and Terry Spearman
Date:	11/16/1989
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Kristie Daniel-DiGregorio
Date:	11/04/2023
Last Board Approval Date:	01/17/2024
Effective Term:	FALL 2024