UNIVERSITY OF HAWAII COMMUNITY COLLEGES

PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE

1. TYPE OF ACTION
   A. Addition ☐ Regular ☐ Experimental ☐ Other ____________________________ (specify)
   B. Deletion ☐ in credits ☐ in title ☐ in number or alpha ☐ in prerequisites ☐ Other ____________________________ (specify)
   C. Modification ☐ in credits ☐ in title ☐ in number or alpha ☐ in prerequisites ☐ Other ____________________________ (specify)

2. NEW ALPHA, NUMBER AND TITLE
   Psy 240 Developmental Psychology

3. CREDITS _____

4. OLD ALPHA, NUMBER AND TITLE

5. CREDITS _____

6. NEW CATALOG DESCRIPTION

7. PREREQUISITES
   Delete "Psy 100 or consent of instructor"
   Add Recommended Preparation: _____

8. STUDENT CONTACT HOURS PER WEEK
   Lecture _____ Lecture/Lab _____ Lab _____
   Other (specify) _____

9. PROPOSED DATE OF FIRST OFFERING
   PROGRAM/CORE
   (Please specify)

10. THIS COURSE ☐ IS REQUIRED ☐ IS AN ELECTIVE FOR THE WCC
    ☐ CAN FULFILL ____________________________ REQUIREMENT
    (Please specify)

11. THIS COURSE ☐ INCREASES ☐ DECREASES ☐ MAKES NO CHANGE IN NUMBER OF CREDITS REQUIRED FOR THE PROGRAM/CORE

12. SIMILAR COURSES OFFERED ELSEWHERE:
    College(s):
    Alpha, Number, Title:

13. THIS COURSE IS
    ☐ ALREADY ARTICULATED ☐ APPROPRIATE FOR ARTICULATION ☐ NOT YET APPROPRIATE FOR ARTICULATION
    (Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.)

14. REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR OTHER PERTINENT COMMENT:
    Remove Psy 100 prerequisite based on study of 95% passing with Psy 100--85% passing without Psy 100.

REQUESTED BY: ____________________________ 2/15/97
Department Chairperson
Date

APPROVED BY: ____________________________ 3/4/97
Curriculum Committee
Date

Faculty Senate
Date

Dean of Instruction
Date

Provost
Date

CCCM #6100
(Amended for WCC use Sept. 1991)
# Levels of Review of Course Proposals at WCC

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<th>Signatures</th>
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<tr>
<td><strong>1. Subject Area (one or more instructors in the area)</strong></td>
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<td>John McCauley</td>
<td>2/14/97</td>
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<th><strong>2. Department</strong></th>
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<tr>
<td>Robert Johnson</td>
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Was this course discussed in a dept. mtng. **No**

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<th><strong>3. Division</strong></th>
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<td>Assistant Dean of Instruction</td>
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<th><strong>4. Curriculum Committee Review</strong></th>
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<tr>
<td>Curriculum Committee Chairperson</td>
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WCC FORM FOR COURSE MODIFICATIONS

Course: Psy 240 Submitted by Robert deLoach Date: 2/14/97
Developmental Psychology

1. What change is proposed in the course? Provide specific information comparing both the "new" and "old" course.
Remove Psy 100 prerequisite based on study of 95% passing with Psy 100- 85% passing without Psy 100.

2. What is the rationale for the change?
Success in Psy 240 is weakly correlated with having had Psy 100.

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.
No

4. Is the course articulated with any 4-year program? Yes
If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.
None

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?
None

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? No
If yes, provide details and justification for these alterations.

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (See attached criteria for transfer courses.)
N.A.

WCC 9/91
COURSE NAME: DEVELOPMENTAL PSYCHOLOGY
COURSE ALPHA: PSY 240
CREDIT HOURS: 3
COURSE DESCRIPTION: This is an interdisciplinary course which examines the physical, mental, psychological and social development of individuals from infancy through adulthood with special attention to interests, abilities, challenges and critical issues at successive stages.

REQUIREMENTS COURSE SATISFIES:
AT WCC: Meets AA degree Social Science requirement.
AT UHM: Meets elective credits in Social Science.

RECOMMENDED READING LEVEL: 12th Grade
PREREQUISITES: 
INSTRUCTOR: Otome Myers
OFFICE: Waipa 131
PHONE: 235-0077 (Operator will take messages) 235-7463 (Direct Line)
EFFECTIVE DATE: SPRING, 1995

THE LIFE STAGES ACCORDING TO SHAKESPEARE

All the world's a stage
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts;
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
Then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like a furnace, with a woeful ballad
Full of strange oaths and bearded like the bard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth stage shifts
Into the lean and slipper'd pantaloon
With spectacles on nose and pouch on side,
His youthful hose, well saved, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.
I. GOALS OF THE COURSE:

Upon successful completion of this course, students should be able to:

A. Comprehend and apply the basic theories, principles, concepts and methods of study in Developmental Psychology.

B. Evaluate developmental stages from the following perspectives: Biological, Psychoanalytic, Behavioral(Learning), Cognitive, Humanistic—Existential.

C. Understand normal as well as atypical processes in Biological, Cognitive and Psychosocial Development over the life span.

D. Identify and evaluate critical issues and controversies related to various life span stages and engage in problem-solving dialogue.

II. COURSE REQUIREMENTS:

A. EXAMINATIONS: Complete UNIT EXAMS covering assigned readings, handout articles, lectures, A-V documentaries. Unit V Exam will be administered during Finals Week. See attached Course Schedule.

Minimum passing level for exams is 60% of total score. Those earning less than 70% on Exams are encouraged to complete short essay questions on Unit topics and/or related extra credit work.

Note: See attached course Schedule for Exam Dates.

B. LIFE STAGE TOPIC CHOICE:

1. Select a Life Stage from the Chart (of 10 Life Stages) — See attached Chart.
2. Research this Life Stage, then select a topic of interest to you within this Stage.
3. Submit your Life Stage Choice (Possible Topic though this may follow later) and your name/phone number by week of Jan. 24-26
4. Complete a comprehensive report on your Life Stage Topic as follows:
   a) In writing, term paper style. Due Date: Thur 4/6

   and/or

   b) In an Oral presentation based on an Outline which you submit no later than the following class session.

   The WCC Media CEnter staff will assist you in preparing instructional materials such as transparencies, posters, advice on video recording, etc.

   Should you need duplication of handout materials (including a 1-2 page outline) this can be arranged via the instructor. Please allow for a 1-week turn around time.

   c) You are encouraged to cover the following in your reports (written &/or oral):
1) Compare and contrast your own developmental experiences (for the stage and topic you are covering) with that of today's children, teens and adults. What are commonalities and differences? What factors account for these likenesses and differences?

2) What critical issues and problems face members of the age stage you are covering?

3) What can families, parents, communities and government do to improve developmental conditions for the age stage you are covering? What changes if any, are needed in public policy and legislation to improve conditions for the age stage you have selected?

C. BONUS POINTS:

Bonus points will be awarded for reaction papers (1 to 2 pages) covering out-of-class activities related to course goals; and completion of assigned in-class activities:

1. significant documentaries viewed (check PBS, Discovery channels, other sources)
2. Public lectures and workshops
3. "Season of Life" cassette tapes on reserve at the WCC Reference Desk
4. In class guest speakers, documentaries.

III. ATTENDANCE/PARTICIPATION:

Each student is viewed as a Learner/Teacher. Your shared observations, skills, questions and responsive listening are valued and contribute to a synergistic learning.

Excessive absences tend to lower course grade. Attendance will be taken regularly.

IV. MODE OF INSTRUCTION:

Lectures, assigned readings, peer teaching, projects, guest speakers, A-V programs

V. METHOD OF GRADING:

Letter grades will be assigned as follows:

A = 90% and above of combined Exam, Project (Life Stage) and Bonus Points
B = 80 to 89%
C = 70 to 79%
D = 60 to 69%
N = 59% and below

VI. TEXTBOOK:

Brown and Benchmark