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 ☐
   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
   Psy 240 Developmental Psychology
   5. CREDITS __

6. NEW CATALOG DESCRIPTION
   This course examines the emotional, mental, physical, and social development of individuals from infancy to adulthood with special attention to interests, abilities, and critical issues at successive developmental stages.

7. PREREQUISITES
   Psy 100 or consent of instructor

8. STUDENT CONTACT HOURS PER WEEK
   Lecture 3 Lecture/Lab ___ Lab ___
   Other (specify) _____

9. PROPOSED DATE OF FIRST OFFERING
   Fall 1998

10. THIS COURSE ☐ IS REQUIRED ☐ IS AN ELECTIVE FOR THE WCC PROGRAM/CORE
    ☐ CAN FULFILL UH Manoa - Education and Nursing REQUIREMENT
        (Please specify)

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

12. SIMILAR COURSES OFFERED ELSE WHERE:
    Colleges(s):
    UH Manoa
    UH Hilo
    Alpha, Number, Title:
    Psy 240 Developmental Psychology
    Psy 320 Developmental Psychology

13. THIS COURSE IS
    ☐ ALREADY ARTICULATED with System ☐ 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:
    Although Psy 100 is not a true prerequisite at WCC (85% pass Psy 240 without it), UHM Psychology Chair, K. Minke, informed us that without having Psy 100 as a prerequisite, that Psy 240 will not count for their Bachelor's degree major in psychology for our students at UH Manoa.

REQUESTED BY: ________________________
Department Chairperson
Date _______

APPROVED BY: ________________________
Curriculum Committee
Date _______
Faculty Senate
Date _______
Dean of Instruction
Date _______
Provost
Date _______

CCC#6100
(Amended for WCC use Sept. 1991)
LEVELS OF REVIEW OF COURSE PROPOSALS AT WCC

<table>
<thead>
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<th>Signatures</th>
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<tbody>
<tr>
<td>1. Subject Area (one or more instructors in the area)</td>
<td>3-12-98</td>
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<th>2. Department</th>
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<tr>
<td>[Signature] Department Chairperson</td>
<td>3/11/98</td>
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<tr>
<td>[Signature]</td>
<td>3/31/98</td>
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<tr>
<td>Was this course discussed in a dept. mtg.</td>
<td>Yes</td>
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<th>3. Division</th>
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<td>[Signature] Assistant Dean of Instruction</td>
<td>3-16-98</td>
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<th>4. Curriculum Committee Review</th>
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<tr>
<td>Approved X</td>
<td>3/19/98</td>
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<tr>
<td>Disapproved</td>
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<td>Reason:</td>
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[Signature] Curriculum Committee Chairperson
WCC FORM FOR COURSE MODIFICATIONS

Course: Psy 240  Submitted by: Robert deLoach  Date: 10/8/97

1. What change is proposed in the course? Provide specific information comparing both the "new" and "old" course.
   Change "Recommended preparation PSY 100" to Psy 100 prerequisite or consent of instructor" based on chair of Manoa Psy dept. unwillingness to transfer for Bachelor's in Psy without Psy 100 prerequisite.

2. What is the rationale for the change?

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?
   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 AND NUMBER: DEVELOPMENTAL PSYCHOLOGY 240
CREDIT HOURS: 3
TIME AND LOCATION:

INSTRUCTOR: John Mike Compton
OFFICE and PHONE: Waipa 131, 235-7463 (office phone and message machine); 235-0077 (WCC switchboard, transfer call or leave message).

COURSE DESCRIPTION:
This course studies the emotional, mental, physical, and social development of human beings from the prenatal period to adulthood. Changes in interests and abilities at different age levels are examined. The interaction of physical maturation, changing cognitive functions, and psychosocial learning and development provide the focus for inspection of issues critical to human development during life.

PREREQUISITES:
Psychology 100 or Consent of Instructor.

I. COURSE GOALS:
Upon successful completion of this course, a student will:

A. know the basic concepts, principles, methodology, and general information comprising the field of human development and be able to use this knowledge to better understand her or his own life and the lives of others.

B. be able to identify and evaluate important developmental issues across the human life span from multiple perspectives, i.e., from biological to ecological.

C. be able to conceptualize and describe the critical factors that interact to facilitate or interfere with normal human development during the life span.

D. understand the nature of developmental processes and utilize this models and concepts in this field in explaining human behavior.

E. be able to apply the methodology of developmental psychology to the analysis of human behavior.
II. COURSE REQUIREMENTS:

A. EXAMS (2/3 of total grade):

Complete five (5) exams covering assigned readings, class activities, discussions, lectures, videos, and handouts.

B. EXAM DATES

<table>
<thead>
<tr>
<th>Exams</th>
<th>Assigned Readings and Class Activities</th>
<th>Covering</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>1st class in week of Sept. 14</td>
<td>Chapters 1 to 3</td>
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<tr>
<td>Exam 2</td>
<td>1st class in week of Oct. 12</td>
<td>Chapters 4 to 7</td>
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<tr>
<td>Exam 3</td>
<td>1st class in week of Nov. 9</td>
<td>Chapters 8 to 11</td>
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<tr>
<td>Exam 4</td>
<td>1st class in week of Nov. 30</td>
<td>Chapters 12 to 14</td>
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<tr>
<td>Exam 5</td>
<td>Finals week (as scheduled)</td>
<td>Chapters 15 to 16</td>
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Make-up tests are allowed only in the event of a family or medical emergency. It is the responsibility of the student to contact the instructor as soon as feasible to arrange for a makeup in such cases. Make-up exams will be comparable but different exams.

C. WEEKLY CLASS ACTIVITIES (1/3 of total grade):

Each student will be expected to participate in specified activities each week. These will normally require preparation outside of class and sharing the work product or information in small or large group discussions in class. These activities will count one third of your total grade. There are no make up opportunities for these activities because they will be part of providing learning opportunities for each chapter, so if you plan to earn a B grade or higher for the course, it is essential that you complete these required activities as scheduled. It is important to read ahead in your syllabus because you have to be ready to share with the class at the time the topic is being covered.
III. **ATTENDANCE/PARTICIPATION:**

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, so it is important that students attend class to contribute his or her share to the interactive learning that is an important part of every class. When absence is unavoidable, each student is responsible for obtaining the missed information. Again, only in the event of family or medical emergencies, special arrangements can be made by contacting the instructor.

IV. **MODE OF INSTRUCTION:**

Lectures, discussions, video, assigned readings, brief reaction papers, participation, group activities, community field observations, role-playing, and peer teaching. Although the main concepts in developmental psychology will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains. If you have a learning disability (difficulties in one or more of the following: reading, dyslexia, writing, spelling, hearing, speaking, or writing, seeing, attention, concentration, or other), let me know right away, so we can work out a plan to help you be successful in the class.

V. **GRADING:**

<table>
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<tr>
<th>Source</th>
<th>Possible Points</th>
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<tr>
<td>Exams (50/chap)</td>
<td>800 points</td>
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<tr>
<td>Activities (25/chap)</td>
<td>400 points</td>
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VI. **TEXTBOOK:**


VII. **GENERAL SCHEDULE AND DESCRIPTION OF COURSE ACTIVITIES**

**CHAPTER/ TOPICS/ ACTIVITIES**

**Week of Aug. 24**

Chapter 1: The Study of Human Development.

Activity: Find and interview an educational, medical, or recreational specialist who works primarily with children or adolescents. Ask them how knowledge and understanding about child development is important and helpful to them in their work. Ask them if they have suggestions for you as to how you can supplement your class learning about child development. Also, write down the following information about the person you interview: 1. Name, 2. Professional title, e.g., elementary teacher, pediatric nurse, etc. 3. Who do they serve in their job? 4. Description of duties 5. Which areas of study were most useful to them in doing their job? 15 points for collecting and writing information down to hand in and 10 points for sharing with class in small groups. Unless otherwise specified, this will be the division of points for each chapter activity.

Week of Aug. 31
PART I. IN THE BEGINNING...
Chapter 2: The Human Heritage: Genes and Environment
Topics: Genetic transmission and inheritance; Genes, the Organism, and the Environment; Biology and Culture.
Activity: Begin what will be a semester long activity, taking notes and beginning to write down your own theory of human development. Handouts will be given in class to provide the details. Essentially, during the semester, you will look at the following periods of time in life and determine what you think are the most important factors or variables that influence development: Prenatal, Infancy, Early Childhood (preschool years), Middle Childhood (early and later elementary school years), Adolescence (intermediate and high school years), Young adult, Middle Adult, Older adult. You task during this week is to learn what you can about your genetic inheritance and environmental conditions of your parents and write it down. Write down what you think are the important positive and negative factors during the prenatal period as you begin preparing your own personal theory of human development.

Week of Sept. 7
Chapter 3: Prenatal Development and Birth
Topics: Periods in prenatal development; Positive and negative factors in the prenatal environment; Birth: the first bio-social-behavioral shift; Strengths and vulnerabilities of the Newborn. Beginning parent-child relationship.
Activity: You will work in small groups for this activity. Find a friend or family member who is in the 8th or 9th month of pregnancy who is willing to talk story with your group about her experience of pregnancy (If she is willing to meet again and talk with you after the baby is delivered to share the birth experience, this counts as an activity for chapter 4 as well. Read the chapter before talking with the person, so you can compare her experience with what you read. If one of your group has been pregnant, you can compare the two experiences. Take notes so you can share your findings with the class (do not identify the person in class, however, to protect her privacy as much as possible). Review and revise your ideas about the important factors in prenatal development for your own personal theory of human development.

Weeks of Sept. 14 and 21

PART II. INFANCY

Chapters 4 and 5: Early Infancy: Initial Capacities and the Process of Change and The Achievements of the First Year.

Topics: Ch. 4: Early capabilities and establishment of routines; Mechanisms of change: 4 perspectives; First post-natal behavioral shift; Ch. 5: Biological changes; Cognitive changes; new relationship with social world.

Activity: Ch. 5. Work on your personal theory of human development. Find out as much as you can about the events of your own birth and infancy. Based on your experience, knowledge, and what you have learned, begin to write down what you think are the important factors and events in the development of children from birth to two years of age as part of your theory of human development.

EXAM 1 (chapters 1-3) first class of week of Sept. 14

Weeks of Sept. 28 and Oct. 5

Chapters 6 and 7: The End of Infancy and Early Experience and Later Life.

Topics: Ch. 6. Biological maturation; cognitive (thinking and knowing) development; Social attachment; Self-recognition. Ch. 7. Optimal conditions for infant development; Separation, vulnerability, and resilience; Infancy’s primacy?

Activities: Week of Sept. 28, Ch. 6: Begin to explore and write down what factors you think are important for the early childhood years (the preschool years after infancy). Incorporate the ideas and information into your theory on human development. Week of Oct. 5, Ch. 7: Talk with three adults, two mothers and a father (none parents of the same children) and ask them to recall the first year of life of one or more of their children. In the course of talking with them, try to determine how important that first year of life was for the future of that child. Use this information in formulating your theory of human development.

Weeks of Oct. 12 and 19

PART III. EARLY CHILDHOOD

Chapter 8 and 9: LANGUAGE ACQUISITION and EARLY CHILDHOOD THOUGHT: ISLANDS OF COMPETENCE
Topics: Ch. 8. The puzzle of language development? The 4 subsystems of language; Explanations (theories) and ingredients of language acquisition; Language and thought; Ch. 9. Piaget’s theory of children’s mental processes; Other accounts after Piaget. Applying 4 perspectives and integrating the different views.

Activities: Week of Oct. 12, Ch. 8: Find a way to legitimately observe two children for at least ½ hour each, one child being 1½ to 2 ½ years-old and one being 2½ to 4 years-old. During a ½ hour period, write down all the different word and sounds they say to those around them. Make notes of any other interesting observations but list all the vocabulary. If relatives with young children are not available, then go to parks, playgrounds, or day care centers. Go in pairs and explain what you are doing, many parents will be interested in your interest in their children.

Week of Oct. 19, Ch. 9: Begin to think and write about your ideas about what are the important positive and negative factors and what is the process of development for elementary school-aged children. Include your ideas in your own theory of human development.

Exam 2 (chapters 4-7) 1st class of week of Oct. 12

Weeks of Oct. 26 and Nov. 2

Chapters 10 and 11: Social Development in Early Childhood and The Context of Early Childhood Development

Topics: Ch. 10. Acquiring a social and personal identity; Self-regulation: emotions and behavior; Ch. 11. Family, TV, Community including Day-care centers and preschools.

Activities: week of Oct. 26, Ch. 11. Pairing up, locate a group of 3 to 5 year-old children to observe interacting for at least ½ hour. Take notes on observations of social interaction. Describe social behavior between children and between any adults and children. Note any differences in child-child interaction compared to child-adult interactions. If you have the opportunity, instead of the above, you can observe a preschooler at home and in preschool or daycare and compare the behavior in the two contexts or environments. Wherever you observe be sure to get the permission of any adults supervising the children. Week of Nov. 2: Ch. 12. If you haven’t already, begin collecting information and putting down your thoughts about the important factors affecting adolescence for your theory of human development.

Week of Nov. 9

PART IV. MIDDLE CHILDHOOD

Chapters 12: Cognitive and Biological Attainments of Middle Childhood.

Topic: Bio developments; A new quality of mind: cognitive changes.
Activity: Pull out old pictures of yourself when you were a preschooler, when you were in elementary school, and in adolescence. Talk with your parents or others who knew you when you were growing up. Ask them how you were different and how you were alike at those different times in your life. Write down what you learned about yourself. Incorporate what you learned into your theory on human development.

EXAM 3 (chapters 8-11) 1st class of week of Nov. 9

Week of Nov. 16
Chapter 13: Schooling and Development in Middle Childhood
Topics: Contexts; Literacy and schooling; Development of academic skills; Cognitive consequences of schooling; Aptitude for schooling; School and community.
Activity: Visit an elementary school, preferably the one you attended. Talk with teachers in the school, again preferably teachers who taught you. Ask them to share with you changes in schooling since you were in elementary school. Write down the experiences and the skills you acquired in elementary school that were important to your development and were or are still important to you as a young adult. Start to assemble your ideas about what factors are important influences on young adult development for your theory on human development.

Week of Nov. 23
Chapters 14: Social Development in Middle Childhood
Topics: Games and group regulation; Rules; Relationships with others: peers and parents; A new sense of self.
Activities: Complete a sociometric diagram of the persons who were important to you at three points in your life: 4th grade; 11th grade; now; Analyze and discuss what the differences show about changes in your life. Be sure to incorporate the ideas you get from this into your theory on human development. Handouts in class.

Week of Nov. 30
PART V. ADOLESCENCE
Chapters 15: Biological and Social Foundations of Adolescence
Topics: Modern theories of adolescence; Re-organization of social life.
Activities: Construct your own personal developmental history by reviewing your life and then identifying the important events of your life: the transitions, the turning points, the stepping stones which have occurred up to now. In addition, predict at least 3 future turning points or transitions in your life to come. This is often a personally rewarding task, but I am a strong believer in an individual’s right to privacy. So, if you do not wish to tell others about yourself, feel free to invent a pretend-life to share in class discussion. Another possibility is to talk about someone else you know well, but if you do this, be very careful to protect their identity. 20 points for writing (if it’s your real self) and 5 points for sharing; 15 points for written portion (if not you) and 10 points for sharing. Complete your ideas on the important aspects of development of the middle-aged adult for your theory on human development.

Exam 4 (chapters 12-14) 1st class of week of Nov. 30

Week of Dec. 7
Chapter 16: The Psychological Achievements of Adolescence
Topics: Adolescent thought; Thinking about the social order; the integration of selves; The transition to adulthood.
Activity: Complete your theory of human development and turn in by last day of class the week of Dec. 7 (10 bonus points if turned in by Nov. 26).

Week of Dec. 14
Final Exam at the scheduled day and time