

ORIGINAL

Curriculum proposal number 2005-90

Cover Sheet for Curriculum Action Request (CAR) and Course Outline

This is a routing procedure; the official signature section is on the CAR form.

Course alpha and number PSY 240 Proposal type Modification

Author BK. Griesemer ext 259 e-mail bkg@hawaii.edu

Consulted with Lynn Yankowski, Tom Beran via email

Written proposal reviewed by discipline representative to the Curriculum Committee Date

Consulted with Articulation Coordinator (for General Education Core courses only) Date

Written proposal discussed in unit Date

Original CAR signed by Unit Chair Date

Original proposal forwarded to Curriculum Committee Date
(course outline may be an e-mail attachment or on disk)

Passed by Curriculum Committee, CAR signed by Chair, Academic Senate Chair notified Date

Approved by Academic Senate, CAR signed by Chair Date

Forwarded to and received by Chief Academic Officer Date

Reviewed and CAR signed by Chief Academic Officer Date 2/25/06

Forwarded to and received by Chancellor Date 3/1/06

Reviewed and CAR and Course Outline signed by Chancellor Date

Signed originals returned to Curriculum Chair Date

Distribution/Information Posting/Follow-up

Copy of signed original Course Outline sent to author for his/her files Date

Course Outline published to Curriculum Committee web page Date

Effective date of proposal posted on Curriculum Committee website Date

Banner input completed Date

Catalog/Addendum input completed Date

E-mail notice of approval to entire college Date

Copy of original & disc forwarded to Articulation Coordinator, if necessary Date

Databases: Curriculum Review Dates [Excel] and Yearly Curriculum Actions [Access] updated Date

Other _____ Date

Signed original placed in Chief Academic Officer's master curriculum files Date

Curriculum proposal number _____

Curriculum Action Request (CAR) (Form 4-93) - Maui Community College

1. Author(s) BK. Griesemer

2. Authors' unit(s) HSS

3. Date submitted to Curriculum Committee May 10, 2005

4. a. General type of action? course program

b. Specific type of action

Addition	Modification	
<input type="checkbox"/> regular	<input type="checkbox"/> number/alpha	<input checked="" type="checkbox"/> prerequisites
<input type="checkbox"/> experimental	<input type="checkbox"/> title	<input type="checkbox"/> corequisites
<input type="checkbox"/> other (specify)	<input type="checkbox"/> credits	<input type="checkbox"/> program
_____	<input type="checkbox"/> description	<input checked="" type="checkbox"/> other (specify)
		<input type="checkbox"/> Recommended Preparation _____

5. Reason for this curriculum action

To indicate to students that a "C" or better in PSY 100 is required to take this 200 level Psychology course successfully.

To indicate to students that a "C" or better in ENG 100 is recommended to take this 200 level Psychology course successfully.

Most students who attempt the course have meet this requirement and recommendation, so there will not be a large decrease in the number of students eligible; however, it stresses the importance of the previous courses as essential to this course.

6. Existing course

<u>PSY 240: Developmental Psychology</u>	<u>3</u>
alpha number title	credits

7. Proposed new/modified course

<u>n/a</u>	
alpha number title	credits

8. New course description or page number in catalog of present course description, if unchanged.

9. Prerequisite(s): PSY 100 with a "C" or better or consent

10. Corequisite(s) n/a

11. Recommended preparation ENG 100 with a "C" or better or consent

12. Is this course cross-listed? yes no If yes, list course

13. Student contact hours per week

lecture 3 hours lab hours lecture/lab hours other hours, explain

14. Revise current MCC General Catalog page(s) 122

15. Course grading letter grade only credit/no credit either audit

16. Proposed semester and year of first offering? Spring semester 2006 year

17. Maximum enrollment 35 Rationale, if applicable

18. Special scheduling considerations? yes no If yes, explain.

19. Special fees required? yes no If yes, explain.

20. Will this request require special resources (personnel, supplies, etc.?) yes no
If yes, explain.

21. Is this course restricted to particular room type? yes no If yes, explain.

22. What method of delivery is appropriate for this course?

traditional HITS (interactive TV) cable on-line any of these
 other, explain

23. Course fulfills requirement for Pre-Nursing, Pre-education program/degree

Course is an elective for _____ program/degree

Course is elective for AA degree

24. This course increases decreases makes no change in number of credit required
for the program(s) affected by this action

25. Is this course taught at another UH campus? yes no

a. If yes, specify campus, course, alpha and number: Manoa, most CC, all PSY 240;
Hilo PSY 320

b. If no, explain why this course is offered at MCC

26. a. Course is articulated at

UHCC UH Manoa UH Hilo UH WO Other/PCC

b. Course is appropriate for articulation at

UHCC UH Manoa UH Hilo UH WO Other/PCC

c. Course is not appropriate for articulation at

UHCC UH Manoa UH Hilo UH WO Other/PCC

d. Course articulation information is attached? yes no: change is minor

Proposed by

Bell 2/05/06
Author or Program Coordinator/Date

Approved by

Dal K 2/15/06
Academic Senate Chair/Date

Requested by

Cynthia
Requested by

Plomin 2/25/06
Requested by

Division or Unit Chair/Date

Chief Academic Officer/Date

Recommended by

 02/10/06
Curriculum Chair/Date

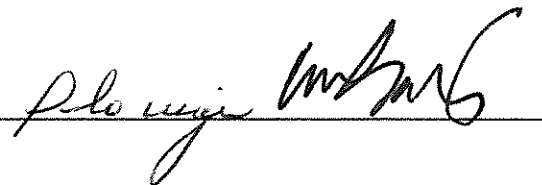
 3/10/06
Chancellor/Date

Revised Feb 2005/AC

MAUI COMMUNITY COLLEGE
COURSE OUTLINE

1. ALPHA AND NUMBER PSY 240
COURSE TITLE Developmental Psychology
NUMBER OF CREDITS: Three (3)
DATE OF OUTLINE: May 10, 2005 (Previous revisions:
February 2004 as part of SLO and
Assessment Project; revised July 4,
2001 as part of Summer Institute on
Learner Outcomes; revised September
24, 2000)
2. COURSE DESCRIPTION: Examines the principle features of each life
stage from prenatal through aging and death.
Considers emotional, cognitive, physical,
and social development at each stage.
3. CONTACT HOURS/TYPE: Three (3) hours - Lecture
4. PREREQUISITES: PSY 100 with a "C" or better or consent
COREQUISITES: None
RECOMMENDED PREPARATION ENG 100 with a "C: or better.

APPROVED BY



DATE

2/25/06

5. GENERAL COURSE OBJECTIVES

See the attached curricular grid for detailed information on how Psychology 240 focuses on the Maui Community College general education standards.

Psychology 240 fulfills a social science or elective course requirement in Maui Community College's AA degree.

This course fulfills the requirement for the University of Hawaii Manoa General Education, Diversification, Social Science (DS).

This course is articulated to UH system colleges and universities.

6. STUDENT LEARNING OUTCOMES

Students, who successfully complete this course, will:

- a. Explain and give examples of the major themes of lifespan development, such as: development is continuous, development is contextual, nature and nurture interaction throughout the lifespan, development is bi-directional, maturity is relative, and there is no average person, no average context.
- b. Identify and explain the major theories, both historical and recent, of human psychological development.
- c. Compare, contrast, and synthesize the major theories of cognition, personality, emotional, and social development within the field of human psychological development.
- d. Integrate and express the major themes, theories, and concepts of human psychological development, as well as personal views, of human psychological development in relationship to their own or others' lives.
- e. Identify several developmental milestones and challenges for each life stage, prenatal through death, and give examples of these in their own and others' lives to increase understanding of self and others.
- f. Practice observational and basic interviewing skills for identifying developmental stages in others.
- g. Explain the importance of the scientific method and how research studies are conducted within the lifespan development field, including types, designs, ethical considerations, and value of cross-cultural research.
- h. Evaluate new information related to human developmental psychology, including research findings and controversial issues, and discuss these in terms of personal

experience or evidence as they relate to the sources of information, such as professional journals or popular media.

7. RECOMMENDED COURSE CONTENT AND APPROXIMATE TIME SPENT ON EACH TOPIC:

1 Week	Introduction/ Class Direction (a)
2 Weeks	Key Theories, Research Methods (b, c, g)
1 Week	Genetics and Prenatal Development (a, b, c, g, h)
1 - 2 Weeks each	Each stage of the lifespan, infancy through late adulthood including: cognition, personality, social, physical development and other appropriate topics (a, b, c, d, e, f, g)
1 Week	Death and Dying. (Suggest this topic be taught following prenatal development) (b, c, e)
1 Week	Additional and Special Topics (c, d, g, h)

8. TEXT AND MATERIALS

The text(s) will be chosen at the time the course is to be offered from those texts available in the field.

Examples of possible texts are:

Feldman, Robert S. Development Across the Life Span, 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2000.

Berger, Kathleen S. The Developing Person Through the Life Span, 6th ed. New York: Worth Publishers, 2004.

Rice, F. Phillip. Human Development: A Life-Span Approach, 4th ed. Upper Saddle River, NJ: Prentice Hall, 2001

Text(s) may be supplemented with appropriate study guide(s).

Text(s) may be supplemented with articles and handouts prepared by the instructor.

RERFERENECE MATERIALS:

Magazines, Journals, Websites and other media appropriate to the course.

AUXILIARY MATERIALS AND CONTENT:

Articles from magazines, journals and newspapers.
Appropriate films and videos.
Guest speakers and site visits.

9. RECOMMENDED COURSE REQUIREMENTS

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

- Written or oral examinations
- In-class and out-of-class exercises
- Homework assignments
- Quizzes
- Projects or research (written reports and/or class presentations)
- Attendance and/or class participation
- Development of a Portfolio

EVALUATION AND GRADING

Evaluation methods will be determined by the instructor using the parameters below:

Examinations:	20-80%
In-class exercises	0-20%
Homework:	0-20%
Quizzes:	0-20%
Projects/research:	20-50%
Attendance	0-20%
Class participation:	10-30%
Portfolio	0-30%
Oral Presentation:	0-20%
Service Learning	0-20%
Other appropriate methods	0-20%

10. METHODS OF INSTRUCTION

Instructional methods vary considerably with instructor's teaching style and students' learning style. Thus, specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques might include, but are not limited to: lecture; group discussion; cases; audio and

video-tapes; guest speakers; simulation; experiential exercises in dyads, triads, small groups, large groups; demonstrations; student demonstrations and presentations; field trips; projects; practicum work; and/or other appropriate methods.

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for PSY 240

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

	PSY 240
Standard 1: Written Communication	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	2
1.2 Identify and analyze the audience and purpose for any intended communication	1
1.3 Choose language, style and organization appropriate to particular purposes and audiences	1
1.4 Gather information and document sources appropriately	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	2
1.6 Develop a main idea clearly and concisely with appropriate content	2
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2
1.8 Demonstrate proficiency in revision and editing	2
1.9 Develop a personal voice in written communication	2
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	1
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
2.6 Assess the validity of statistical conclusions	1
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	1
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	1
3.3 Recognize, identify, and define an information need	1
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2
3.5 Create, manage, organize, and communicate information through electronic media	0
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	1
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	1
4.0 Gather, evaluate, select, and organize information for the communication.	1
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	1
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	1
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1
4.6 Use competent oral expression to initiate and sustain discussion.	1
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	2
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	2
5.3 Formulate research questions that require descriptive and explanatory analyses.	0
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	2
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	2
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	1
5.7 Synthesize information from various sources, drawing appropriate conclusions.	2
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	1
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2