Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________

2. Date submitted: ______________________________________________

3. Date approved: ___________ Date revised: 10/14/2014

4. Department/discipline: Psychology

5. Department(s) endorsement(s): __________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Developmental Psychology
   Abbreviated course title (25 characters or less):

7. Course Designator: PSYC

8. Course Level: 2010

9. Number of Credits: Lecture: 4 _ Lab: 0

10. Control Number (on site): 65
    Control Number (online): 0

11. Catalog/Course description:
    This course is designed to provide an overview of human development from conception through death. The course is designed to contribute to the students understanding of changes that occur across the lifespan. Topics include the biological processes, physical development, health, cognitive and socio-emotional development, as well as end of life issues. These topics will lend themselves to discussions that will include public policy and global concerns (Meets MnTC goal areas 5 and 8).

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): PSYC 2001 General Psychology or consent of instructor
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).
1. Textbook: Text that is deemed appropriate by a qualified instructor.
2. Optional study guide, if deemed appropriate.
3. Video tapes

14. **Course Content** (Provide an outline of major topics covered in course)

1. History
2. Research Methods
3. Biological Development
4. Infancy
5. Early Childhood
6. Middle and Late Childhood
7. Adolescence
8. Early Adulthood
9. Middle Adulthood
10. Late Adulthood
11. Death and Dying

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies:*

*Course Learning Outcomes:*

Upon completion of this course, students will be able to:

1. Define developmental psychology. (B)
2. Define three issues that are part of developmental theory (nature vs. nurture, stability vs. change, and continuity vs. discontinuity). (C)
3. Recognize the impact of the predicted increase in age related chronic disease will have in various regions of the world. (C)
4. Describe two cognitive developmental theories. (B)
5. Identify the developmental perspectives in the understanding of death (B).

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

   See [www.mntransfer.org](http://www.mntransfer.org)

**Goal Area(s): 5 & 8**

**Goal and Outcomes:**

**Goal: History/Social Behavioral Science (Group 1) & Global Perspective**

**Outcome: Goal 5: History/Social Behavioral Science (Group 1)**

a. Students will Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
   Competency will be satisfied by Problem Solving Learning Outcome #1
b. Examine social institutions and processes across a range of historical periods and cultures.
   Competency will be satisfied by Information Literacy Learning Outcome #2, Problem Solving Learning Outcome #2 and Culture Learning Outcome #1.
c. Use and critique alternative explanatory systems or theories.
   Competency will be satisfied by Problem Solving Learning Outcome #1 and #2.
d. Develop and communicate alternative explanations or solutions for contemporary social issues.
   Competency will be satisfied by Information Literacy Outcome #1 and #2.

**Goal 8: Global Perspective**

a. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
   Competency will be satisfied by Culture Outcome #2
b. Demonstrate knowledge of cultural, social, religious and linguistic differences.
   Competency will be satisfied by Culture Learning Outcome #1 and #2
c. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
   Competency will be satisfied by Information Literacy Learning Outcome #2 and Culture Outcome #2
d. Understand the role of a world citizen and the responsibility world citizens share for their common global future.
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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