

**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 10/14/14

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: 1XXX 9. 2010

10. Number of Credits: Lecture 4 Lab _____

11. Control Number (on site) 65 Control Number (online) _____

12. 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 (Prerequisite: PSYC 2001 or consent of instructor) (Meets MnTC goal areas 5 and 8).

13. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): PSYC 2001 General Psychology or consent of instructor

Co-requisite:

14. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbook: Text that is deemed appropriate by a qualified instructor.

Optional study guide, if deemed appropriate.

Video tapes

15. **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

16. 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 the 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).

17. 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

Goal Area(s): 5 & 8

Goal and Outcomes:

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.