

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**  
**Outline Form Created: 03/19/19**  
**Form Updated 12/2/24**

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: D. Bjorn Christian

2. Date submitted: 1 Apr 2026

3. Date approved: Apri 8<sup>th</sup>, 2026 Date revised 4/8/2026

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 for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: PSYC 8. Course Level: 2010

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

10. Control Number (on site) 65 Control Number (online) \_\_\_\_\_

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.

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

Prerequisite(s): PSYC 2001 General Psychology *recommended* or consent of instructor  
Co-requisite:

13. **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

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.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
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	

**WINHEC Cultural Standards:**

- 1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in

harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – *Strong hearted***: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

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

Goal Area(s): 5 & 8

Goal and Outcomes:

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

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- 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
- 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.
- Use and critique alternative explanatory systems or theories.
  - Competency will be satisfied by Problem Solving Learning Outcome #1 and #2.
- 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

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

- 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
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
  - Competency will be satisfied by Culture Learning Outcome #1 and #2
- 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
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes  X  No

Provide the required documentation to show course meets required licensing/certification standards.