

# LEARNING OUTCOMES: HUMAN DEVELOPMENT & FAMILY STUDIES, BS

Learning outcomes for the Bachelor of Science Major in Human Development & Family Studies

1. *HDFS students will demonstrate a strong foundation in theories and empirical knowledge associated with human development and family studies (i.e., developmental periods and domains; socialization contexts; diversity among families and children; research methods; family dynamics, transitions, and resilience; and family policy)*
  - a. Recall key terminology (theoretical, empirical, methodological, substantive concepts)
  - b. Describe current and historical challenges affecting individuals and families (e.g., social, political, economic, cultural, ethical, including research ethics)
  - c. Summarize key theories, models, and principles (e.g., grand, disciplinary, substantive, methodological)
  - d. Apply theories, models, and principles to developmental, relationship, familial, and social issues
  - e. Apply knowledge to global contexts
  - f. Integrate knowledge across courses and content areas (i.e., human development and family studies; lower level to higher level courses)
  - g. Critique current theoretical and empirical knowledge of and methodological approaches to studying human development, relationships, and families
2. *HDFS students will exhibit the skills necessary to effectively apply knowledge and generate new ideas to solve real world issues*
  - a. Use effective written communication
  - b. Use e to achieve group goals
  - c. Apply research-based knowledge to working with children, families, and communities and/or agencies that serve them
3. *HDFS students will demonstrate a critical and reflexive orientation toward and sensitivity to issues of diversity and inclusion*
  - a. Describe the historical and current relevance of diversity and inclusion to individuals, relationships, families, and communities
  - b. Reflect on one's own interconnected positions, privileges, and disadvantages across multiple contexts
  - c. Critically examine one's own beliefs, assumptions, values, attitudes, and biases
  - d. Demonstrate awareness of and sensitivity to issues of diversity and inclusion in one's own work (e.g., written and oral communication)
  - e. Critically evaluate the cultural respectfulness and appropriateness of research, programs, and policies related to human development and families
  - f. Critically evaluate the potential impact of research, programs, and policies on diversity and inclusion
  - g. Demonstrate awareness of global factors (e.g., economic, political, cultural, social) and how they may affect individuals, families and communities
4. *HDFS students will develop professional competence skills and establish well-informed career and professional goals*
  - a. Identify and compare/contrast a range of career options for HDFS majors
  - b. Create professional/job-related materials (e.g., resume, cover letter, purpose statement)
  - c. Connect discipline knowledge to personal and professional life
  - d. Develop leadership skills (e.g., through formal positions; informal mentoring to prospective/new students; representing the department; participation in class teamwork)
  - e. Develop professional connections to support career and professional goals (e.g., relationships with professors, internship supervisors who can serve as references; connections to professionals through attending conferences/workshops or engaging with guest speakers in class)
    - i. Make decisions appropriate grammar and writing mechanics
    - ii. Demonstrate a working knowledge of APA style
    - iii. Respond to constructive criticism (e.g., revision process, peer review)
    - iv. Produce written work that is organized, logical, and fully developed
  - f. Use effective oral communication (e.g., clearly and logically present ideas aloud through presentation to class or group)
  - g. Apply knowledge to formulate and investigate hypotheses or research questions
  - h. Apply knowledge to propose or create research-based programs or policies
    - i. Critically evaluate the quality of published research, programs, and policies and their implications for individuals, relationships, and families
    - j. Collaborate and solve problems
      - i. Independently
      - ii. Collaboratively
  - k. Exhibit professional and ethical behavior