Human Development and Family Studies

Objectives

SACS
Applying learning to understanding how a contextual/systemic approach has implications for ways we deal with people from groups other than our own, including:
§ Ecological perspective (environment systems)
§ Collaborative approach
§ Sensitivity to diversity
§ Communication skills--written/oral/technological
§ Problem-solving skills
§ Ability to critically evaluate
§ Active involvement in education and learning for professional roles

Learning Objectives of (Required) Foundation Courses:
1. Identify progressive stages of typical and atypical development in the cognitive, physical, emotional, social, and moral realms.
2. Understand the major factors that affect development and the various ways people respond to those factors.
3. Understand the contextual, intrapersonal, and interpersonal influences on the development of close relationships over time.
4. Integrate theories and research in the understanding of development from conception through early childhood, middle childhood, preadolescence, and adolescence.
5. Recognize the variation within and between families as influenced by culture, race, class, gender, family structure, and sexual orientation.
6. Demonstrate knowledge of theories and models for understanding family systems, functioning styles, and stages of development.
7. Demonstrate attitudes that indicate respect for diverse cultural values and family structures, and demonstrate attitudes that focus and build on the strengths of children and families rather than emphasizing weaknesses.
8. Demonstrate knowledge of the impact of parents on children's learning and development.
9. Understand the theories and principles of parenting and procedures of teachers working with children and parents.
10. Demonstrate the ability to utilize and evaluate current developmental and family theories and research.

Mission
SACS
The HDFS Department has a long-standing mission to improve the well-being of individuals and families through the creation, application, and dissemination of scientific learning. In September 1997 the faculty approved a conceptual framework for curriculum including the following mission from which learning goals (listed above) were developed:
Mission--A contextual and systemic approach to individual development and family processes across the lifespan encompassing diversity from an interdisciplinary perspective.