

Learning Objectives and Performance Standards:															
Human Development Major			Counseling Emphasis					Upper Division for Major							
			BIO316, 321, 323, 325, 327, or 328	HD361	PSYC334 or 336	PSYC330, 332, 334, 336, 340, 350, 352, 356, 428, or 461	SOC417	SOC303, 307, 316, 321, 325, 327, 331, 415, 423, 429, 486, or 488	ANTH301, ID340, PSYC341, SOC313	HD300	HD301	HD490	HD495	HD497	HD499
	ii	Has basic understanding of interdisciplinary design strategies.								R				E	
B		Graduate can identify most appropriate research designs for empirical examination of developmental theories and hypotheses.												E	
C		Graduate possesses basic understanding of uses and limits of statistical analysis in human development research.												E	
III		Critical Thinking Skills													
A		Graduate is able to apply knowledge of scientific research methods (i.e., design and analysis) to assess the merits of existing basic and applied research in human development.													
	i	Able to describe limits of research findings; understands extent to which they can be generalized.								R	R			E	
	ii	Understands problems related to the confounding of age, cohort, and historical period of measurement in developmental studies.								R	R	R		E	
B		Graduate is able to design a new investigation of at least one human developmental process and/or outcome.													
	i	Able to formulate a research question that can be subjected to empirical evaluation.								R	R			E	
	ii	Can identify appropriate sampling, measurement, and analysis protocols to investigate research question.								R	R			E	
C		Graduate is able to apply developmental research findings to problems in applied settings.													
	i	Can extrapolate from basic and applied research to develop viable action plan to solve common problems found in applied settings.								R	R	E		E	
IV		Lifelong Learning Skills													
A		Graduate has completed two semesters of field-based learning through directed internships within his or her concentration area.													
	i	Raised understanding of career opportunities and demands with one's concentration area.			I									E	
	ii	Deeper appreciation of the relevance of basic theory and research in applied settings.			I						R	R		E	
B		Graduate has basic understanding of issues and challenges faced by managers and staff in social service agencies related to human development (e.g., schools, health care facilities, retirement communities, etc.).													
	i	Understands role of managers in securing funding and providing assessment in for-profit and non-profit agencies.								R		E	E*		
C		Graduate is able to access research materials (e.g., from libraries, internet, etc.) to support a comprehensive, interdisciplinary literature review on a selected topic in human development.									R	E	E	E	
D		Graduate is able to write a comprehensive, interdisciplinary literature review presenting up-to-date research findings concerning some aspect of human development.													
	i	Style is consistent with professional scientific publication formats (e.g. APA, ASA, etc.).			R					R	R	E		E	
	ii	Review extrapolates beyond current research findings to produce a set of novel insights and questions about the development processes and/or outcomes of interest.			R					R	R	E		E	
E		Graduate is able to give an oral informational presentation that summarizes contemporary understandings of human development from the perspectives of the biological, psychological, and social sciences.													
	i	Should be able to provide accessible and up-to-date information to interested audience of lay people and/or applied professionals.								R		R	E	E	