

College of Health and Human Sciences
School of Family, Consumer and Nutrition Sciences
Family and Child Studies
Bachelor of Science
June 2016
Shi-Ruei Sherry Fang, Area Coordinator

1. Student Learning Outcomes

The Bachelor of Science in Family and Child Studies is designed to build general competence in understanding family dynamics and human developmental process as well as provides an in-depth understanding of the connection and interaction between human development, family life, and the broader social context. The goal of the Family and Child Studies major is to prepare students for a variety of positions working with individuals and their families.

Toward this end, graduates will be able to execute the following skills upon completion of the program:

1. use of self-reflection for personal and professional development
2. use of a variety of theoretical and scientific approaches to study and work with children, individuals and families
3. applications of methods for affecting change in family and social systems through empowering intervention strategies
4. application of professional expertise regarding human development and family relationships when disseminating knowledge to children, individuals and families
5. professional communication skills and use of technology
6. integration of knowledge and skills to work with individuals and families of diverse backgrounds

2. Program-by-Baccalaureate Learning Outcomes Matrix

Program Student Learning Outcome	NIU Baccalaureate Learning Outcomes							
	A. Integrate knowledge of global inter-connections and inter-dependencies.	B. Exhibit intercultural competencies with people of diverse backgrounds and perspectives	C. Analyze issues that interconnect human life and the natural world.	D. Demonstrate critical, creative, and independent thought.	E. Communicate clearly and effectively.	F. Collaborate with others to achieve specific goals.	G. Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems.	H. Synthesize knowledge and skills relevant to one's major or particular field of study and apply them creatively to develop innovative outcomes.
1. use of self-reflection for personal and professional development	S	S	S	S	S		M	M
2. use of a variety of theoretical and scientific approaches to study and work with children, individuals and families	S	S	S	S	S	S	S	S
3. applications of methods for affecting change in family and social systems through empowering intervention strategies		S	S	S	S		S	S
4. application of professional expertise regarding human development and family relationships when disseminating knowledge to children, individuals and families	M	S	S	S		S	S	S
5. professional communication skills and use of technology		S		S	S	S	M	

Program Student Learning Outcome	NIU Baccalaureate Learning Outcomes							
	A. Integrate knowledge of global inter-connections and inter-dependencies.	B. Exhibit intercultural competencies with people of diverse backgrounds and perspectives	C. Analyze issues that interconnect human life and the natural world.	D. Demonstrate critical, creative, and independent thought.	E. Communicate clearly and effectively.	F. Collaborate with others to achieve specific goals.	G. Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems.	H. Synthesize knowledge and skills relevant to one's major or particular field of study and apply them creatively to develop innovative outcomes.
6. integration of knowledge and skills to work with individuals and families of diverse backgrounds	S	S	S	S	S	S	S	S
Overall	M	S	S	S	S	S	M	S
<i>Note.</i> Program student learning outcome S = strongly supports, M = moderately supports, and blank = doesn't support baccalaureate learning outcome.								

A required curriculum map begins on the next page.

3. Curriculum Map

Course	1. use of self-reflection for personal and professional development	2. use of a variety of theoretical and scientific approaches to study and work with children, individuals and families	3. applications of methods for affecting change in family and social systems through empowering intervention strategies	4. application of professional expertise regarding human development and family relationships when disseminating knowledge to children, individuals and families	5. professional communication skills and use of technology	6. integration of knowledge and skills to work with individuals and families of diverse backgrounds
FCNS 284	B	B	B		B	B
FCNS 330		B	D	D	B-D	B
FCNS 382	D	D	D			
FCNS 383	B	D	B		D	B
FCNS 431	P	D	D-P	D-P	D	D
FCNS 432		D-P		D	D	
FCNS 445		D	D-P	D-P	D-P	D-P
FCNS 484		D	B-D	D		
FCNS 488	P		D	D		P
FCNS 490	D-P		D-P	D-P	D-P	D

4. Assessment Methods

Assessment Method	1. use of self-reflection for personal and professional development	2. use of a variety of theoretical and scientific approaches to study and work with children, individuals and families	3. applications of methods for affecting change in family and social systems through empowering intervention strategies	4. application of professional expertise regarding human development and family relationships when disseminating knowledge to children, individuals and families	5. professional communication skills and use of technology	6. integration of knowledge and skills to work with individuals and families of diverse backgrounds
FCNS 284						
In-class activity in FCNS 432 or Movie Application Paper in FCNS 484		F, D	F, D	F, D		
Theory of the Week assignment in FCNS 432		FD		FD		
Film Application assignment in FCNS 382			F, D	F, D		
Site supervisor final evaluation in FCNS 431 or Family Night in FCNS 490	S, D			S, D	S, D	S, D
Presentation in FCNS 445				F, D	F, D	
Intake Assessment and mental Status assignment in FCNS 383		F, D	F, D	F, D	F, D	
Field Assignment in FCNS 330		F, D	F, D			

Assessment Method	1. use of self-reflection for personal and professional development	2. use of a variety of theoretical and scientific approaches to study and work with children, individuals and families	3. applications of methods for affecting change in family and social systems through empowering intervention strategies	4. application of professional expertise regarding human development and family relationships when disseminating knowledge to children, individuals and families	5. professional communication skills and use of technology	6. integration of knowledge and skills to work with individuals and families of diverse backgrounds
Parent Letter in FCNS 490				F, D	FD	
Personal Insight Project in FCNS 488	S, D					S, D
Reaction Paper Assignment in FCNS 488	F, D					F, D

Explanation of Assessment Methods

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Personal Insight Project assignment in FCNS 488 (SLO1)	This assignment is personal cultural portfolio of the students by purposefully gather a variety of documents, artifacts, anecdotes, records and reflection statements of one's ethnic background.	Each student will earn a minimum of 80% (i.e., 45 out of 55 points) on the project using the established rubric as a guideline for grading.	Eighty percent of the students achieve a minimum of 80% or 45 out of 65 points on the project.	During the last week of the Spring semester.	Sherry Fang
Item 5 on Site Supervisor's final evaluation in FCNS 431 (SLO 1)	Site supervisor's evaluation of student's ability to use self - understanding for professional development	Each student will earn a minimum of 3 (Likert scale from 1-7 with 1 being excellent; 7 being does not apply) on the site supervisor evaluation form as a guideline for this item.	Eighty percent of the students achieve a minimum of 3 on this item.	During the last week of the Spring semester.	Jane Rose Njue
Professional Portfolio in FCNS 490 (SLO1)	Students intentionally gather documentations and examples of their professional work to highlight their professional and personal growth, including reflective statements about their own development.	TBD	TBD.	During the last week of the Fall semester.	Lisa Schmidt
In-class Activities in FCNS 432 (SLO 2)	These series of activities are designed to integrate personal perspectives and theories covered in class for application purpose.	Each student will earn a minimum of 80% (i.e., 8 out of 10) for each activity using the established grading guideline for the activity.	Eighty percent of the students achieve a minimum of 80% or 8 out of 10 points on each activity.	During the last week of the fall semester	Flora Surjadi
Movie Application Paper in FCNS 484 (SLO 2)	Students are asked to watch a selected movie and apply tow theories on the movie by using concepts, propositions from each theory.	Each student will earn a minimum of 80% (i.e., 40 out of 50 points) on the application paper assignments using the established rubric as a guideline for grading.	Eighty percent of the students achieve a minimum of 80% or 40 out of 50 points on the application papers.	During the last week of the Fall semester.	Xiaolin Xie

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Test items in FCNS 284					
Client Service Plan and Progress Note in FCNS 383, (SLO 3)	Each student is required to develop a service plan to reflect the issues presented by the client in assessment, also to create progress note reflecting student's interaction with the client.	Each student will earn a minimum of 80% (i.e., 20 out of 25 points) on the assignment using the established rubric as a guideline for grading.	Eighty percent of the students achieve a minimum of 80% or 20 out of 25 points on the application papers.	During the last week of the Spring semester.	Scott Sibley
Interaction Performance with Children in FCNS 490, (SLO 3)	TBD	TBD	TBD	During the last week of the Spring semester	Lisa Schmidt
Film Application assignment in FCNS 382, (SLO4)	Students are required to integrate, process, and apply major concepts covered in class with a selected movie.	Each student will earn a minimum of 80% (i.e., 40 out of 50 points) on the assignment using the established rubric as a guideline for grading.	Eighty percent of the students achieve a minimum of 80% or 40 out of 50 points on the application papers.	During the last week of the Fall semester	Scott Sibley
Parent Letter in FCNS 490, (SLO 4)	TBD	TBD	TBD	During the last week of the Spring semester	Lisa Schmidt
Family Night in FCNS 490 (SLO 5)	Students are required to select a relevant topic of the children they are working with and present the topic to the parents of the classroom as well as to the invited visitors.	TBD	TBD	During the last week of the Spring semester	Lisa Schmidt
Group Presentation in FCNS 445, (SLO 5)	Students will be presenting a training module in groups on financial planning and resource management in order to train their peers in working with individuals and families. Audience and instructor's evaluations will be used.	Each student will earn a minimum of 80% (i.e., 80 out of 100 points) on the presentation using the established rubric as a guideline for grading.	Eighty percent of the students evaluated will achieve a minimum of 80% or 80 out of 100 points on the lab assignment	During the last week of the Fall semester	Sophie Li

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Item nine on the Site supervisor evaluations for FCNS 431, (SLO 6)	Site supervisors evaluate student overall performance during internship experience using an established form. Students are evaluated on ten different competency areas; assessment will be on the site supervisor's evaluation on student's overall performance.	Each student will earn a minimum of 80% (i.e., 40 out of 50 points) using the established form as a guideline for grading.	Eighty percent of the students evaluated will achieve a minimum of 80% or 40 out of 50 points on the lab assignment	During the last week of the Summer semester	Jane Rose Njue
Reaction Paper assignment in FCNS 488 (SLO6)	Two required reaction papers on selected readings focus on working with people who are ethnically different	Each student will earn a minimum of 80% (i.e., 16 out of 20 points) on the reaction paper assignments using the established rubric as a guideline for grading.	Eighty percent of the students achieve a minimum of 80% or 16 out of 20 points on the reaction papers.	During the last week of the Spring semester.	Sherry Fang
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					