Child Development and Family Studies, B.S.

Degree Offered

• Bachelor of Science

Nature of the Program

The undergraduate program in Child Development and Family Studies (CDFS) offers a Bachelor of Science degree option. Students can enroll in the program either online or on-campus.

Child Development and Family Studies (CDFS) program focuses on development from birth through age eight, with an emphasis on preparing students to work with young children and families. Students will also complete field experiences and internships in settings that serve children and families. The Bachelor of Science in CDFS is best suited for students interested working with young children and their families, including careers as a developmental specialist, parent educator, and early childhood resiliency specialist.

Admissions

Due to Covid-19 – Admission requirements may differ from what is listed on this page. Please review the most up-to-date program admission requirements for the Bachelor of Science in Child Development and Family Studies (https://admissions.wvu.edu/academics/majors/child-development-and-family-studies/) major.

Admission Requirements: On Campus Programs

CDFS offers three degree options for the Bachelor of Science. The admission requirements for each option are outlined below.

ADMISSION REQUIREMENTS FOR THE MAJOR FOR FIRST TIME FRESHMAN

Child Development Area of Emphasis

• Enter with a 2.0 overall high school GPA

Pre-School Education, Birth-Age 4 Area of Emphasis & Preschool Special Needs, PreK-K Area of Emphasis

• Not accepting students

Family and Youth Studies

• Not accepting students

ADMISSION REQUIREMENTS FOR CURRENT STUDENTS AT WVU TRANSFERRING TO THE MAJOR

Child Development Area of Emphasis

• Enter with a 2.0 overall GPA

Pre-School Education, Birth-Age 4 Area of Emphasis & Preschool Special Needs, PreK-K Area of Emphasis

• Not accepting students

Family and Youth Studies

• Not accepting students

ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS FROM OTHER INSTITUTIONS

Child Development Area of Emphasis

• Enter with a 2.0 overall GPA

Pre-School Education, Birth-Age 4 Area of Emphasis & Preschool Special Needs, PreK-K Area of Emphasis

• Not accepting students

Family and Youth Studies

• Not accepting students

REQUIREMENTS FOR CDFS ON-CAMPUS MAJORS

• Earn a C- or better in all CDFS, ECSE, or SPED coursework
• Comply with field and major professional and dispositional standards
Admission Requirements: Online Programs

CDFS offers two online degree options for the Bachelor of Science. The admission requirements for each option are outlined below.

ADMISSION REQUIREMENTS FOR THE MAJOR FOR FIRST TIME FRESHMAN

Child Development Area of Emphasis
• Enter with a 2.0 overall high school GPA

Pre-School Education, Birth-Age 4 Area of Emphasis
• Not accepting students

ADMISSION REQUIREMENTS FOR CURRENT STUDENTS AT WVU TRANSFERRING TO THE MAJOR

Child Development Area of Emphasis
• Enter with a 2.0 overall GPA

Pre-School Education, Birth-Age 4 Area of Emphasis
• Not accepting students

ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS FROM OTHER INSTITUTIONS

Child Development Area of Emphasis
• Enter with a 2.0 overall GPA

Pre-School Education, Birth-Age 4 Area of Emphasis
• Not accepting students

REQUIREMENTS FOR ONLINE MAJORS
• Earn a C- or better in all CDFS, ECSE, or SPED coursework
• Comply with field and major professional and dispositional standards

ADMISSIONS REQUIREMENTS 2023-2024

The Admissions Requirements above will be the same for the 2022-2023 Academic Year.

Major Code: 5505

Major Code: 5506

Curriculum Requirements

University Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<tr>
<td>General Education Foundations (GEF) 1, 2, 3, 4, 5, 6, 7, and 8 (31-37 Credits)</td>
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<td>Outstanding GEF Requirements 1, 2, 3, 5, 6, 7, and 8</td>
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<td>Total Hours</td>
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Child Development and Family Studies Major Requirements

A minimum grade of C- is required in all Child Development and Family Studies Major Coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CDFS 110</td>
<td>Families Across the Life Span (GEF 4)</td>
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<tr>
<td>CDFS 112</td>
<td>Introduction to Marriage and Family (GEF 8)</td>
<td>3</td>
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<tr>
<td>CDFS 210</td>
<td>Introduction to Parenting</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 212</td>
<td>Development in Early and Middle Childhood</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 250</td>
<td>Research Methods (fulfills Writing and Communication Skills requirement)</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 413</td>
<td>Stress in Families</td>
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### SUGGESTED PLAN OF STUDY

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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<tr>
<td>ENGL 101 (GEF 1)</td>
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<td>ENGL 102 (GEF 1)</td>
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<td>MATH 121 (GEF 3)</td>
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<td>CDFS 110 (GEF 4)</td>
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<td>CDFS 191</td>
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<td>CDFS 112</td>
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<td>GEF 5</td>
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<td>GEF 7</td>
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**Second Year**

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<th>Fall</th>
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<tr>
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<td>CDFS 250</td>
<td>3</td>
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<tr>
<td>CDFS 212</td>
<td>3</td>
<td>GEF 8</td>
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**Third Year**

<table>
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<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AOE Courses</td>
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<td>AOE Courses</td>
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<tr>
<td>Electives</td>
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<td>Electives</td>
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<tr>
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**Fourth Year**

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<tr>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CDFS 413</td>
<td>3</td>
<td>SPED 304</td>
<td>3</td>
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<tr>
<td>AOE Courses</td>
<td>9</td>
<td>AOE Courses</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
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<td>CDFS 491 or 491A</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
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</table>

Total credit hours: 120

### Major Learning Outcomes

**BACHELOR OF SCIENCE (BS) IN CHILD DEVELOPMENT AND FAMILY STUDIES**

The BS degree in Child Development and Family Studies offers two curriculum options: Birth through 5/Pre-Kindergarten and Family and Youth Studies. Students in the Birth through 5/Pre-Kindergarten option of Child Development and Family Studies will acquire:

- Knowledge of the social, emotional, intellectual, and physical development of young children in the family and preschool contexts.
- Skills in implementing appropriate curricula as well as developmental and performance assessments.
- Ability to construct positive and enriched early childhood environments where the young have the opportunity to develop skills for lifelong learning.
- Knowledge of current best practices that prepare young children to be competent, independent learners.
- Ability to reflect on one’s knowledge and skills of teaching and interacting with young children.
• Knowledge of how young children learn in order to prepare educational activities in inclusive environments.
• Extensive field experiences with various ages of young children--infants, toddlers and preschoolers and young school age.

Students in the family and youth option of Child Development and Family Studies will acquire:

• Knowledge in human growth and development, adolescent development, human sexuality, family issues and interaction, youth concerns and issues, and related topics.
• Understanding of the various social contextual influences on adolescent development and family functioning and the interactive relationships between families and other societal institutions such as schools.
• Various strategies for working with adolescents and families in various social service and community-based context.
• Hands-on experience working with children, adolescents, and/or families at community agencies.
• Awareness of the multiple career paths for students in this area of study along with options and opportunities for graduate studies.

COURSES

CDFS 101. Introduction to Child Development and Family Studies. 1 Hour.
This course will introduce students to the following: Child Development and Family Studies Program, West Virginia University, core objectives of a First Year Experience, major requirements, program expectation and career possibilities with an emphasis on critical thinking and college survival skills.

CDFS 110. Families Across the Life Span. 3 Hours.
Explores the physical, psychological, and cognitive developmental changes of individuals who are functioning in family systems that change across the life-span.

CDFS 112. Introduction to Marriage and Family. 3 Hours.
Explores various dimensions of self-development and personal preference relevant to dating, mate selection, marriage, having children, parenting, divorce, and remarriage.

CDFS 172. Health, Safety, & Nutrition in Early Childhood. 3 Hours.
Examines physical, nutritional, and safety needs that influence the growth and development of young children including non-medical-professional emergency training for the sick and injured leading to adult, child, and infant basic life support, CPR/AED and first aid certification.

CDFS 191. First-Year Seminar. 1-3 Hours.
Engages students in active learning strategies that enable effective transition to college life at WVU. Students will explore school, college and university programs, policies and services relevant to academic success. Provides active learning activities that enable effective transition to the academic environment. Students examine school, college and university programs, policies and services.

CDFS 210. Introduction to Parenting. 3 Hours.
Introduction of terminology, descriptions, and explanations of the parental role and parent-child interactions. Emphasis on social and personal definitions of the parental role and on the problems and changes in parent-child relationships.

CDFS 211. Infant Development. 4 Hours.
PR: CDFS 110. Developmental characteristics and environmental effects on the child during the prenatal period and the first two years with implications for guidance and care, includes practical experience working with infants and toddlers.

CDFS 212. Development in Early and Middle Childhood. 3 Hours.
PR: CDFS 110 with a minimum grade of C-. An introductory course to physical, gross motor, fine motor, cognitive, language, social, and emotional development during the preschool and elementary years, includes field experience observing and assessing preschool- and elementary-aged children.

CDFS 250. Research Methods. 3 Hours.
This course provides an overview of principles and methods of quantitative and qualitative research; developmental knowledge and strategies needed to read, interpret, and evaluate the quality of research reports.

CDFS 293. Special Topics. 1-6 Hours.
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

CDFS 316. Child Development Practicum. 3-4 Hours.
PR: CDFS 212 or PSYC 241. Application of child development principles. Involves planning developmentally appropriate activities for three-four-and five-year old children at the West Virginia University Child Development Laboratory.

CDFS 317. Hospital Child Life Practicum. 3 Hours.
PR: CDFS 212 and CDFS 316. Application of development principles to children in the hospital. Assignments involve learning intervention techniques to minimize hospital-generated stress and enhance normal development and family experience.

CDFS 320. Family Life Education. 3 Hours.
Introduces the general philosophy and broad principles of family life education along with the range of programs available. An opportunity is given to plan, implement, and evaluate such educational programs for diverse audiences.

CDFS 321. Family Policy and Law. 3 Hours.
Explores at the federal and state level the process of policy formation, implementation, and evaluation as it relates to family life. Introduces the laws regulating such family life activities as marriage, parenting, and divorce.
CDFS 412. Adolescent Development. 3 Hours.
PR: Senior or graduate standing and CDFS 110. The adolescent in contemporary American culture, including normative physical, social, and personality development; relationships within various typical social settings. (e.g., family, school, community, peer group.).

CDFS 413. Stress in Families. 3 Hours.
PR: CDFS 110 and CDFS 112 and CDFS 250 with a minimum grade of C- in each and Senior or graduate standing or consent. Study of recent research findings in the major areas of family relationships. Topics include effects of family violence, substance abuse, poverty, and health.

CDFS 414. Adolescent Problems and Disorders. 3 Hours.
PR: Department approval is required and must be enrolled as one of the following classifications of Graduate or Senior. Focuses on non-normative aspects of adolescent development including social, behavior, emotional, and psychological problems. Prevention and intervention strategies are examined.

CDFS 415. Family Interaction and Communication. 3 Hours.
PR: Senior or graduate standing or consent. This course examines family processes, communication, and interactions between family members, including intimate partners, siblings, and parent-child relationships. We examine family and communication theories and empirical work including communication, conflict, intimacy, power, family rituals and stories, and development of family identity. We consider how gender, culture, race, ethnicity, sexual orientation and social class influence family processes and communication.

CDFS 416. Trauma, Resiliency, and Children. 3 Hours.
PR: Senior standing. Overview of core issues of trauma and its impact on children and families, with an emphasis on growth, learning, and adult relationships. Students apply critical inquiry to explore the broader impact of trauma on society, including individual productivity and financial costs, and develop public awareness and learning material.

CDFS 420. Leadership in Early Childhood. 3 Hours.
This course provides information on developing effective leadership skills in early childhood settings, advocating for children and families, and developing collaborative partnerships.

CDFS 421. Child Care Center Administration. 3 Hours.
Focuses on skills necessary for directing a high quality child care center. Participants will gain knowledge in program planning, development, and maintenance.

CDFS 422. The Business of Child Care Management and Financial Strategies. 3 Hours.
This course is designed to provide essential business and management lessons in operating a high quality early child care center.

CDFS 423. External Funding: Early Childhood Programs. 3 Hours.
Provides the opportunity to learn and understand external funding sources and the application of grant writing process in relationship to early childhood programs.

CDFS 430. Best Practices in Pre-K Movement. 3 Hours.
The course will prepare students to plan, develop and implement an appropriate structured movement program so young children can be physically active and to set the stage for lifelong physical activity.

CDFS 431. Infant Toddler Language and Literacy. 3 Hours.
This course focuses on language and literacy development in infants and toddlers in an early childhood setting.

CDFS 432. Early Socio-Emotional Development. 3 Hours.
PR: CDFS 211 with a minimum grade of C-. An advanced course in infant and toddler socio-emotional development. The course will focus on the development of emotion, relationships, and the curriculum to promote infant socio-emotional well-being.

CDFS 468. Reflections in Early Childhood Special Education Student Teaching. 3 Hours.
PR: ECSE 419 with a minimum grade of C- and successful completion of all coursework prior to student teaching, and passing scores on all required Praxis Exams. This course provides the opportunity to reflect, evaluate and improve experiences during student teaching. The course will also reflect on early childhood leadership qualities. This course accompanies ECSE 419.

CDFS 490. Teaching Practicum. 1-3 Hours.
PR: Consent. Teaching practice as a tutor or assistant.

CDFS 491A. Professional Field Experience. 1-18 Hours.
PR: Consent. (May be repeated up to a maximum of 18 hours.) Prearranged experiential learning program, to be planned, supervised, and evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.

CDFS 493. Special Topics. 1-6 Hours.
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

CDFS 494. Seminar. 1-3 Hours.
PR: Consent. Presentation and discussion of topics of mutual concern to students and faculty.

CDFS 495. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

CDFS 496. Senior Thesis. 1-3 Hours.
PR: Consent.
CDFS 497. Research. 1-6 Hours.
Independent research projects.

CDFS 498. Honors. 1-3 Hours.
PR: Students in Honors Program and consent by the honors director. Independent reading, study or research.