## Youth and Family Sciences, B.S.

### Degree Offered
- Bachelor of Science

### Nature of the Program
The Youth and Family Science major is designed for students who are interested in working in settings with adolescents and families. Students complete coursework related to family issues, family interaction, human growth and development, and youth and family concerns. All students are required to complete field experiences at agencies focused on youth and families. Graduates are prepared to work with older children, adolescents, and/or families in youth development or family development programs in a variety of settings.

### Admissions
High school and other students interested in a career in youth and family sciences can apply and be directly admitted to the Youth and Family Science program. If they meet the following criteria:

**Admission requirements for the major for First Time Freshman**
- Enter with a 2.0 high school GPA

**Admission requirements for current students at WVU transferring to the major**
- Enter with a 2.0 GPA

**Admission requirements for transfer students from other institutions**
- Enter with a 2.0 GPA

### Requirements for YFS Majors
- Earn a C or better in all CDFS or SPED coursework
- Comply with field and major professional and dispositional standards

### ADMISSION REQUIREMENTS 2023-2024
The Admission Requirements above will be the same for the 2023-2024 Academic Year.

Major Code: 5507

### General Education Foundations
Please use this link to view a list of courses that meet each GEF requirement. ([http://registrar.wvu.edu/gef/](http://registrar.wvu.edu/gef/))

**NOTE:** Some major requirements will fulfill specific GEF requirements. Please see the curriculum requirements listed below for details on which GEFs you will need to select.

**General Education Foundations**

<table>
<thead>
<tr>
<th>F1 - Composition &amp; Rhetoric</th>
<th>3-6</th>
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</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Introduction to Composition and Rhetoric</td>
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<tr>
<td>&amp; ENGL 102</td>
<td>and Composition, Rhetoric, and Research</td>
</tr>
<tr>
<td>or ENGL 103</td>
<td>Accelerated Academic Writing</td>
</tr>
</tbody>
</table>

| F2A/F2B - Science & Technology | 4-6 |
| F3 - Math & Quantitative Reasoning | 3-4 |
| F4 - Society & Connections | 3 |
| F5 - Human Inquiry & the Past | 3 |
| F6 - The Arts & Creativity | 3 |
| F7 - Global Studies & Diversity | 3 |
| F8 - Focus (may be satisfied by completion of a minor, double major, or dual degree) | 9 |

**Total Hours** 31-37
Please note that not all of the GEF courses are offered at all campuses. Students should consult with their advisor or academic department regarding the GEF course offerings available at their campus.

## Curriculum Requirements

A minimum cumulative GPA of 2.5 is required.

<table>
<thead>
<tr>
<th>University Requirements</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth and Family Sciences Program Requirements</td>
<td>47</td>
</tr>
<tr>
<td>Youth and Family Sciences Major Requirements</td>
<td>36</td>
</tr>
<tr>
<td>Total Hours</td>
<td>120</td>
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</tbody>
</table>

### University Requirements

- General Education Foundations (GEF) 1, 2, 3, 4, 5, 6, 7, and 8 (31-37 Credits)
- Outstanding GEF Requirements 1, 2, 3, 5, 6, and 7 (22 Credits)
- CDFS 191 First-Year Seminar (1 Credit)
- General Electives (14 Credits)

| Total Hours | 37 |

### Youth and Family Sciences Program Requirements

Select three of the following (GEF 8):

- PSYC 101 Introduction to Psychology (9 Credits)
- PUBH 101 Introduction to Public and Community Health
- SOC 101 Introduction to Sociology
- WGST 170 Introduction to Women's and Gender Studies

Select one of the following:

- DISB 381 Lifespan Disability Policy (3 Credits)
- DISB 385 Disability and Society
- SPED 304 Special Education in Contemporary Society

Select two of the following:

- COMM 102 Fundamentals of Interpersonal Communication
- COMM 112 Fundamentals of Group Communication
- COMM 212 Gender Communication
- COMM 302 Interpersonal Communication
- COMM 332 Family Communication

Select one of the following (GEF 8):

- HN&F 126 Society and Food (3 Credits)
- HN&F 171 Introduction to Human Nutrition

Select one of the following:

- COUN 240 Introduction to Addiction Studies (3 Credits)
- COUN 303 Introduction to Helping Professions

Select one of the following:

- GER 212 Introduction to Gerontology (3 Credits)
- SOC 312 Death and Dying

Select one of the following:

- COMM 103 Fundamentals of Presentational Speaking and Fundamentals of Public Communication
- LDR 201 Principles of Leadership

Select one of the following:

- ASP 220 Introduction to Africana Studies (3 Credits)
- ENGL 252 Appalachian Fiction
- NAS 200 Introduction: Native American Studies
- WGST 225 Women in Appalachia
- WGST 260 Perspectives on Lesbian, Gay, Bisexual, Transgender, and Queer Studies (3 Credits)
ACCT 201  Principles of Accounting 1 3
AGEE 440  Principles of Cooperative Extension 2
SOC 226  Sexuality and Society 3
CRIM 303  Juvenile Delinquency 3

Total Hours 47

Youth and Family Sciences Major Requirements

A minimum grade of C- required in all Youth and Family Sciences Major Requirements.

CDFS 110  Families Across the Life Span (GEF 4) 3
CDFS 112  Introduction to Marriage and Family (GEF 8) 3
CDFS 172  Health, Safety, & Nutrition in Early Childhood 3
CDFS 210  Introduction to Parenting 3
CDFS 212  Development in Early and Middle Childhood 3
CDFS 250  Research Methods 3
CDFS 412  Adolescent Development 3
CDFS 413  Stress in Families 3
CDFS 414  Adolescent Problems and Disorders 3
CDFS 415  Family Interaction and Communication 3
CDFS 491A  Professional Field Experience 6

Total Hours 36

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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<tbody>
<tr>
<td>ENGL 101 (GEF 1)</td>
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<td>CDFS 110 or 112 (GEF 8)</td>
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<tr>
<td>MATH 121 (or higher; GEF 3)</td>
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<td>CDFS 172</td>
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<tr>
<td>CDFS 191</td>
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<td>GEF 2</td>
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<td>SOC 101</td>
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<td></td>
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<td>WGST 170</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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<tr>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
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<tr>
<td>ENGL 102 (GEF 1)</td>
<td>3</td>
<td>CDFS 210</td>
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<tr>
<td>CDFS 212</td>
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<td>CDFS 250</td>
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<td>COMM 103</td>
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<td>HN&amp;F 126 or 171 (GEF 8)</td>
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<td>COMM 104</td>
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<td>SOC 101</td>
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<td>PUBH 101</td>
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<tr>
<td>WGST 170</td>
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<td>COMM 212</td>
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<td>COMM 302</td>
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**Third Year**

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<tr>
<th>Course</th>
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<tr>
<td>CDFS 413</td>
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<td>ACCT 201</td>
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<tr>
<td>COUN 240 or 303</td>
<td>3</td>
<td>GERO 212 or SOC 312</td>
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<td>Select one of the following:</td>
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<tr>
<td>COMM 102</td>
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<td>DISB 385</td>
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<td>COMM 112</td>
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<td>SPED 304</td>
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<td>COMM 212</td>
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<td>COMM 302</td>
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<td>COMM 332</td>
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<td>NAS 200</td>
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<td>WGST 225</td>
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**Fourth Year**

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<th>Course</th>
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<tr>
<td>AGEE 440</td>
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<td>CDFS 414</td>
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<td>CDFS 412</td>
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<td>CDFS 491A</td>
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<td>SOC 226</td>
<td>3</td>
<td>CRIM 303</td>
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<tr>
<td>Elective</td>
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<td>Elective</td>
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</table>

Total credit hours: 120

**Major Learning Outcomes**

**YOUTH AND FAMILY SCIENCES**

Upon graduation, all Bachelor of Science students in Youth and Family Sciences will be able to:

- Recall, explain, apply, and synthesize knowledge in the following seven content areas:
  1. Families and individuals in societal contexts
  2. Internal dynamics of families
  3. Human growth and development across the lifespan
  4. Human sexuality
  5. Interpersonal relationships
  6. Parent education and guidance
  7. Professional ethics and practice

- Apply knowledge and skills from coursework/content areas to evaluate societal issues and problems that impact families and individuals within families.

- Demonstrate mastery in the scientific process, scientific inquiry, and family theories through:
  - Critically analyzing relevant literature in the field of family science
  - Interpreting and translating knowledge from empirical studies and theory to applied settings and field work
  - Creating and designed solutions to address issues affecting contemporary families and individuals within families.

- Demonstrate mastery of knowledge of the seven content areas and current issues in the field of youth and family science via:
  - Explaining, interpreting, and disseminating knowledge about family science to various stakeholders, including laypersons, families, and youth and family science colleagues.
  - Reflecting on their own professional growth across courses and field experiences.
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.