Department of Learning Sciences and Human Development

The Department of Learning Sciences and Human Develop offers two undergraduate majors: Child Development and Family Studies (CDFS) and Regents Bachelor of Arts (RBA) degree programs. Both of these degree programs have options to flexibly serve students who prefer solely campus-based, solely online, or a blend of both campus-based and online learning opportunities. More information on each of these programs is available by clicking the links to the right.

The undergraduate program in Child Development and Family Studies (CDFS) leads to a Bachelor of Science degree in which students choose from four curriculum options: Birth through 5/Pre-K certification with an endorsement in Pre-K-K special needs, Birth through 5/Pre-K certification, Birth through 5/Pre-K non-certification, or Family and Youth studies. In addition, online options for the Birth through 5/Pre-K certification and Birth through 5/Pre-K non-certification are also available.

The Regents Bachelor of Arts (RBA) is an innovative degree program designed to meet the unique needs of the adult student. Specifically, this program provides students with a comprehensive general education based on individualized skills and learning outcomes. Moreover, eligible students may acquire college credits based on their professional experiences in select subject areas and earned certifications. This option may provide a more cost effective way of completing their education in a timely manner.

FACULTY

CHAIR
• Reagan Curtis - Ph.D. (University of California, Santa Barbara)

ASSISTANT CHAIR
• Amy Root - Ph.D. (University of Maryland)

PROFESSORS
• William Beasley - Ed.D. (University of Georgia)
  Instructional Design, Academic Affairs
• Reagan Curtis - Ph.D. (University of California, Santa Barbara)
  Learning Sciences, Educational Psychology
• Gypsy M. Denzine - Ph.D. (University of Northern Colorado)
  Dean, College of Education and Human Services
• Carol Markstrom - Ph.D. (Utah State University)
  Adolescent Development, Identity and Ethnic Identity Formation, American Indian Adolescents, Involvement in Adult-sponsored Activities
• Neal Shambaugh - Ph.D. (Virginia Polytechnic Institute and State University)
  Instructional Systems Design
• M Cecil Smith - Ph.D. (University of Wisconsin-Madison)
  Associate Dean for Research and Graduate Education
• Barbara Warash - Ed.D. (West Virginia University)
  Director of the WVU Nursery School, Childhood Education, Reggio Emilia

ASSOCIATE PROFESSORS
• Terence C. Ahern - Ph.D. (Pennsylvania State University)
  Instructional Design and Technology
• Ugur Kale - Ph.D. (Indiana University)
  Instructional Design and Technology, Multimedia in Education
• Kristin Moilanen - Ph.D. (University of Nebraska)
  Adolescent Development, Self Regulation, Risk Behavior, Family Relationships
• Amy Root - Ph.D. (University of Maryland)
  Child Development and Family Studies (Coordinator); Parenting and the Development of Emotional Competence, Individual Differences, Development of Shy/Wary Behavior
• Jessica Troilo - Ph.D. (University of Missouri)
  Cultural Conceptions of Fathers, Divorced Fatherhood, Influence of Social Media on Relationships
ASSISTANT PROFESSORS

- **Sara Anderson** - Ph.D. (Tufts University)
  Long term pre-K effects, Pre-K quality among diverse populations, Neighborhood effects, Residential mobility

- **Suzanne Walraff-Hartman** - Ph.D. (George Mason University)
  Three to Five-Year Child Development and Learning, Childcare Preschool Environmental Factors, At-risk Child Populations

- **Paul R. Hernandez** - Ph.D. (University of Connecticut)
  Director, Program Evaluation and Research Center (PERC), Educational Measurement, Evaluation, and Assessment; Academic persistence of underrepresented group in STEM

- **Melissa M. Patchan** - Ph.D. (University of Pittsburgh)
  Mechanisms of Peer Assessment of Writing, Effectiveness and Validity of Peer Feedback, Issues of Measurement, Multiple Sources, and Validity of Peer Ratings

- **Karen E. Rambo-Hernandez** - Ph.D. (University of Connecticut)
  Educational Measurement, Evaluation, and Assessment; Schools and Gifted Learners

- **Jiangmei (May) Yuan** - Ph.D. (University of Georgia)
  Learning, Design, and Technology; Formative Assessment, Feedback Design, and Learner Engagement in Online Learning Environments; Robotics in STEM Teacher Education

TEACHING ASSISTANT PROFESSORS

- **Patricia Haught** - Ed.D. (West Virginia University)
  Learning Strategies, Educational Psychology, Adult Learning and Development

- **Nancy Taylor** - Ph.D. (West Virginia University)
  CDFS Online Major Coordinator; Parenting Education, Conflict and Crisis Management, Family Therapeutic Interventions

CLINICAL ASSISTANT PROFESSOR

- **Gregory Epps** - Ed.D. (West Virginia University)
  Director, Regents Bachelor of Arts program

CLINICAL INSTRUCTOR

- **Nancy Wolfe-Dilgard** - M.A. (West Virginia University)
  CDFS Undergraduate Major and Minor Coordinator; Infants, Toddlers, and Adolescents

INSTRUCTORS

- **Melissa Workman** - M.A. (West Virginia University)
  Early Childhood Education, Early Childhood Teacher, Associate Director of the WVU Nursery School

- **Keri Law** - M.A. (West Virginia University)
  Early Childhood Education, Early Childhood Teacher

PROFESSORS EMERITI

- **Paul W. DeVore** - Ph.D.
- **Carol Markstrom** - Ph.D.
- **David L. McCrory** - Ph.D.
- **Anne H. Nardi** - Ph.D.
- **Edward C. Pytlik** - Ph.D.
- **Richard T. Walls** - Ph.D.

A cumulative college GPA of at least 2.5 is required for admission to the minor. CDFS minors take their courses online through Extended Learning. Minors in CDFS must earn grades of C or better in all courses with the CDFS course designator.

*NOTE: Students may not pursue all 3 of these minors. May only choose 2 from this group:
- Child Development and Family Studies
- Family and Youth
- Infant and Toddler

CHILD DEVELOPMENT & FAMILY STUDIES MINOR

MINOR CODE - U081

CDFS 110 Families Across the Life Span

Select two of the following:
CDFS 210  Introduction to Parenting  
CDFS 211  Infant Development  
CDFS 212  Early Childhood Development  

Select three of the following:  
- CDFS 316  Child Development Practicum  
- CDFS 412  Adolescent Development  
- CDFS 413  Contemporary Issues in Family Relations  
- CDFS 414  Adolescent Problems and Disorders  
- CDFS 415  Family Interaction and Communication  
- CDFS 421  Child Care Center Administration  
- CDFS 422  Business of Child Care  
- CDFS 430  Best Practices in Pre-K Movement  

Total Hours 18

**FAMILY & YOUTH MINOR**

**MINOR CODE - U103**

CDFS 110  Families Across the Life Span  3  
CDFS 112  Introduction to Marriage and Family  3  

Select one from the following:  
- CDFS 210  Introduction to Parenting  3  
- CDFS 212  Early Childhood Development  3  

Select three from the following:  
- CDFS 412  Adolescent Development  3  
- CDFS 413  Contemporary Issues in Family Relations  3  
- CDFS 414  Adolescent Problems and Disorders  3  
- CDFS 415  Family Interaction and Communication  3  

Total Hours 18

**INFANT & TODDLER MINOR**

**MINOR CODE - U102**

CDFS 110  Families Across the Life Span  3  
CDFS 211  Infant Development  4  

Select four from the following:  
- CDFS 210  Introduction to Parenting  3  
- CDFS 421  Child Care Center Administration  3  
- CDFS 430  Best Practices in Pre-K Movement  3  
- CDFS 431  Infant Toddler Language and Literacy  3  
- CDFS 432  Early Socio-Emotional Growth  3  
- CDFS 491A  Professional Field Experience  3  

Total Hours 19

**Certificate in Infant/Toddler Education**

**CERTIFICATE CODE - CU06**

The Infant/Toddler Certificate is a specialized curriculum designed for child care teachers and providers, Head Start teachers and WVU students who want to obtain this specific body of knowledge and who need specific written recognition for their ability to work with young children birth through three years of age. The specific body of knowledge in infancy and the toddler years satisfies new state and federal mandates that teachers of very young children must have formal recognition of their training with infants and toddlers to obtain and/or maintain employment. There are 19 hours in the Infant/Toddler Certificate program. This CDFS certificate incorporates the West Virginia core knowledge and core competencies and the West Virginia Early Standards Framework: Infant/Toddler in order to include the most recent requirements set forth by WV agencies responsible for the birth-three years. The certificate is free standing or can be taken with a degree program.

After completing the certificate in Early Childhood Education, students will:
• Demonstrate knowledge of social, emotional, cognitive, language, motor, and physical development of infants and toddlers, as well as the best practices for facilitating infant and toddler growth in these domains.

• Apply the major theories of infant and toddler development to the home and classroom context.

• Construct and create positive and enriched infant and toddler environments that optimize development in all domains, and set the stage for lifelong learning.

• Translate research on infant and toddler development for application in the home and classroom context.

• Use their knowledge of how infants and toddlers develop to prepare educational activities in inclusive environments that facilitate growth globally, as well as within specific domains of development.

**Required Courses**

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<th>Course Code</th>
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<th>Credits</th>
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**Certificate in Early Childhood Development**

**CERTIFICATE CODE - CU09**

The Early Childhood Development Certificate is a specialized curriculum designed for those who work in Pre-K classrooms in the public school, Head Start and child care centers who must obtain a specific body of knowledge and need specific written recognition for their ability to work with preschool children.

There are 15 credit hours in the Early Childhood Development certificate program. The certificate program is not attached to a degree in Child Development and Family Studies. Credit hours earned in the Early Childhood Development certificate can be applied to degree requirements for those students who want to pursue a degree. This CDFS certificate will incorporate the West Virginia Core Knowledge and Core Competencies and the West Virginia Early Standards Framework: Early Learning Standards in order to include the most recent requirements set forth by WV agencies responsible for preschool children.

After completing the certificate in Early Childhood Education, students will:

• Demonstrate knowledge of social, emotional, cognitive, language, motor, and physical development of young children in the family and preschool contexts through course assignments and field placements.

• Reflect on their knowledge and skills of teaching and interacting with young children through course assignments, self-evaluations, and communication with faculty.

• Apply their knowledge of how young children learn in the creation and preparation of educational activities in inclusive environments.

• Differentiate between the different domains of development, explain how the domains of development are interconnected, and apply that knowledge when working with young children to capitalize children’s growth and development across domains.

• Engage in field experiences with preschoolers and young school age children where their knowledge of early childhood development will be applied in the classroom setting.

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