Child Development and Family Studies

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 choose from four curriculum options:
• Birth through 5/Pre-K certification track (online only)
• Birth through 5/Pre-K certification, with an endorsement in Pre-K special needs track (online only)
• Birth through 5/Pre-K non-certification track (online or on campus)
• Family and Youth studies track (on campus online)

BIRTH THROUGH 5/PRE-K TRACKS (CERTIFICATION)
Students who pursue the certification option will complete coursework that allows them to apply for licensure in Preschool Education from the West Virginia Department of Education; this coursework includes field experiences and student teaching in PreK classrooms. Students must pass the Core Academic Skills for Educators test (Praxis Core) to be enrolled in either certification option. Beginning in Fall 2019, students may only complete one certification option via our online program. The certification options are best suited for students interested in working in public school programs as a certified teacher or in child care facilities.

BIRTH THROUGH 5/PRE-K TRACKS (NON-CERTIFICATION)
The Birth through 5/Pre-K non-certification option focuses on development from birth through age five, with an emphasis on preparing students to work with young children and families. Students will also complete field experiences and internships in early childhood settings, including Pre-K classrooms, the West Virginia University Nursery School, and childcare centers. The Birth through 5/Pre-K non-certification option is best suited for students interested working with young children in settings other than the public school.

FAMILY AND YOUTH STUDIES
The Family and Youth Studies option is designed for students who are interested in adolescents and families. Students complete coursework related to family issues, family interaction, human growth and development, human sexuality, and youth and family concerns. All students are required to complete field experiences at agencies focused on youth and families. The Family and Youth studies option is best suited for students interested in working with older children, adolescents, and/or families in youth development or family development programs in community agencies.

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

ASSISTANT CHAIR & ASSOCIATE PROFESSOR
• Amy E. Root - Ph.D. (University of Maryland, College Park)
  Parenting, Early Childhood, Development of Emotion, Temperament

WVU NURSERY SCHOOL DIRECTORS & INSTRUCTORS
• Melissa Workman - M.A. (West Virginia University)
  Early Childhood Education
• Keri Law - M.A. (West Virginia University)
  Early Childhood Education

ASSOCIATE PROFESSORS
• Kristin Moilanen - Ph.D. (University of Nebraska)
  Adolescent Development, Self Regulation, Risk Behavior, Family Relationships
• Jessical Troilo - Ph.D. (University of Missouri)
  Cultural Conceptions of Fathers, Divorced Fatherhood, Influence of Social Media on Relationships
ASSISTANT PROFESSOR
- Sara Anderson - Ph.D. (Tufts University)
  Long Term Pre-K Effects, Pre-K Quality Among Diverse Populations, Neighborhood Effects, Residential Mobility

CLINICAL INSTRUCTOR
- Nancy Wolfe-Dilgard - M.A. (West Virginia University)
  Infants, Toddlers, and Adolescents

SERVICE ASSISTANT PROFESSOR
- Ashley Martucci - Ed.D. (West Virginia University)
  Arts Integration in the Classroom Setting; Early Childhood Education From a Global Perspective

Admissions

ADMISSION REQUIREMENTS: ON CAMPUS AND ONLINE PROGRAMS
CDFS OFFERS FOUR DEGREE OPTIONS FOR THE BACHELOR OF SCIENCE. THE ADMISSIONS REQUIREMENTS FOR EACH OPTION ARE OUTLINED BELOW:

Birth through Age 5/Pre-K Certification Tracks
- Birth through Age 5/Pre-K
- Birth through Age 5/Pre-K, Pre-School Special Needs Pre-K-K Endorsement Certification Track

Both certification options require students to:
- Enter with a 2.75 overall GPA
- Earn a C or better in all CDFS or SPED coursework
- Pass all parts of the PRAXIS Core. Students who wish to be admitted to the certification track and have not taken or passed the Praxis CORE will be admitted to the non-certification track. They may be admitted to the certification track once they pass all subjects of the Praxis CORE, which must be done prior to enrollment in CDFS 316
- Comply with field and major professional and dispositional standards for early childhood educators

Birth through 5/PreK - Non-Certification Track
This option requires students to:
- Enter with a 2.5 overall GPA
- Earn a C or better in all CDFS or SPED coursework
- Comply with field and major professional and dispositional standards

Family and Youth Studies
This option requires students to:
- Enter with a 2.5 overall GPA
- Earn a C or better in all CDFS or SPED coursework
- Comply with field and major professional and dispositional standards

Pre-CDFS Admission
If you do not meet the direct admission requirements above, you can still begin applicable course work as a Pre-CDFS student. You must meet the following requirements:
- Meet all other WVU admission criteria (e.g., ACT, SAT)

AND
- Have obtained a 2.25 GPA (High School)
- Have obtained a 2.25 GPA (0-59 earned college credit hours)

Once admitted as a Pre-CDFS student, successful completion of the following degree option-specific requirements will allow the student to advance into the Bachelor of Science.
Birth through Age 5/Pre-K Certification Tracks:
- A cumulative WVU GPA of 2.75
- Pass the Praxis CORE. Students who wish to be admitted to the certification track and have not taken or passed the Praxis CORE will be admitted to the non-certification track. They may be admitted to the certification track once they pass all subjects of the Praxis CORE, which must be done and prior to enrollment in CDFS 316
- Pass CDFS 110 and 112, with a grade of B or better
- Pass CDFS 210, 211, or 212, with a grade of B or better
- Earn a grade of C or better in all other CDFS coursework, and grade of B or better in all SPED coursework
- Comply with field and major professional and dispositional standards

Birth through 5/PreK-Non-Certification Track and Family and Youth Studies
- Enter with a cumulative WVU GPA of 2.50
- Pass CDFS 110 and 112, with a grade of B or better
- Pass CDFS 210, 211, or 212, with a grade of B or better
- Earn a grade of C or better in all other CDFS coursework
- Comply with field and major professional and dispositional standards

Click here to view the Suggested Plan of Study (p. 4)

Child Development and Family Studies
General Education Foundations
Please use this link to view a list of courses that meet each GEF requirement. (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

F1 - Composition & Rhetoric
- ENGL 101 & ENGL 102 Introduction to Composition and Rhetoric and Composition, Rhetoric, and Research
- or ENGL 103 Accelerated Academic Writing

F2A/F2B - Science & Technology

F3 - Math & Quantitative Reasoning

F4 - Society & Connections

F5 - Human Inquiry & the Past

F6 - The Arts & Creativity

F7 - Global Studies & Diversity

F8 - Focus (may be satisfied by completion of a minor, double major, or dual degree)

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.

DEGREE REQUIREMENTS

UNIVERSITY REQUIREMENTS
FIRST YEAR SEMINAR
- CDFS 191 First-Year Seminar 1

GENERAL EDUCATION FOUNDATIONS CURRICULUM REQUIREMENTS
- ENGL 101 Introduction to Composition and Rhetoric
- & ENGL 102 and Composition, Rhetoric, and Research (GEF 1)
- or ENGL 103 Accelerated Academic Writing
- GEF 2B

GEF 3 Mathematics & Quantitative Skills (choose one MATH course from the following): 3-4
- MATH 121 Intro Concepts Of Mathematics
- MATH 124 Algebra with Applications
**DEPARTMENTAL REQUIREMENTS**

**MAJOR AREA COURSES**

A minimum grade of C- required for all courses with a CDFS designator.

- CDFS 112: Introduction to Marriage and Family (3 credits)
- CDFS 210: Introduction to Parenting (3 credits)
- CDFS 212: Early Childhood Development (3 credits)
- CDFS 250: Research Methods and Data Analysis (fulfills Writing and Communication Skills requirement) (3 credits)
- CDFS 413: Contemporary Issues in Family Relations (3 credits)
- SPED 304: Special Education in Contemporary Society (minimum grade of C- required) (3 credits)

**AREA OF EMPHASIS**

24-49 credits

**ELECTIVES** (number of electives may vary depending on Area of Emphasis and GEF overlap; students must earn minimum 120 credits to graduate)

120 credits

*Note: Students must earn grades of C- or better in all courses with the CDFS course designator required in the major and associated areas of emphasis. If a student’s overall GPA drops below 2.5, they may be subject to academic probation and potentially dismissal from the program.*

*CDFS 191 is not required for students with transfer work (of at least 29 hours) or students who have previously taken an approved WVU orientation course.

**SUGGESTED PLAN OF STUDY**

**First Year**

**Fall**

- ENGL 101 (GEF 1) (3 hours)
- MATH 121 (GEF 3) (3 hours)
- CDFS 191 (1 hour)
- GEF 5 (3 hours)
- Elective (3 hours)

16 hours

**Spring**

- ENGL 102 (GEF 1) (3 hours)
- CDFS 110 (GEF 4) (3 hours)
- CDFS 112 (3 hours)
- GEF 6 (3 hours)
- Elective (3 hours)

15 hours

**Second Year**

**Fall**

- CDFS 210 (3 hours)
- CDFS 212 (3 hours)
- GEF 2 (3 hours)
- GEF 8 (3 hours)
- Elective (3 hours)

16 hours

**Spring**

- CDFS 250 (3 hours)
- GEF 8 (3 hours)
- AOE Courses (9 hours)

15 hours

**Third Year**

**Fall**

- AOE Courses (9 hours)
- Electives (6 hours)

15 hours

**Spring**

- AOE Courses (9 hours)
- Electives (7 hours)

16 hours
### Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Hours Spring</th>
<th>Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDFS 413</td>
<td>3 SPED 304</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AOE Courses</td>
<td>9 AOE Courses</td>
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<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>3 CDFS 491 or 491A</td>
<td></td>
<td>3-6</td>
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<tr>
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<td><strong>12</strong></td>
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### CHILD DEVELOPMENT AREA OF EMPHASIS

Child Development Area of Emphasis

A minimum GPA of 2.5 is required in all emphasis courses

#### CHILD DEVELOPMENT REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDFS 211</td>
<td>Infant Development</td>
<td>4</td>
</tr>
<tr>
<td>CDFS 316</td>
<td>Child Development Practicum</td>
<td>3-4</td>
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<tr>
<td>CDFS 431</td>
<td>Infant Toddler Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 432</td>
<td>Early Socio-Emotional Growth</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 491</td>
<td>Professional Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 491A</td>
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#### ADDITIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>C&amp;I 410</td>
<td>Early Childhood Education 1</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 411</td>
<td>Early Childhood Education 2</td>
<td>3</td>
</tr>
<tr>
<td>CHPR 172</td>
<td>First Aid and Emergency Care</td>
<td>2</td>
</tr>
<tr>
<td>RDNG 423</td>
<td>Literacy and the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>SPED 311</td>
<td>Developmental Assessment for Young Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 312</td>
<td>Differentiated Instruction for Young Children</td>
<td></td>
</tr>
<tr>
<td>or SPED 317</td>
<td>Technology for Young Children with/without Special Needs</td>
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#### KINDERSKILLS

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<thead>
<tr>
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<tbody>
<tr>
<td>CDFS 430</td>
<td>Best Practices in Pre-K Movement</td>
<td>2</td>
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#### CLASSROOM CREATIVENESS

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 103</td>
<td>Materials and Procedures</td>
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</tr>
<tr>
<td>C&amp;I 414</td>
<td>Creative Experiences in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>MUSC 182</td>
<td>Music in the Elementary School</td>
<td></td>
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<tr>
<td>THET 461</td>
<td>Creative Dramatics</td>
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#### THE BUSINESS OF CHILD CARE AND EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BUSA 320</td>
<td>Survey of Management</td>
<td></td>
</tr>
<tr>
<td>BUSA 330</td>
<td>Survey of Marketing</td>
<td></td>
</tr>
<tr>
<td>CDFS 420</td>
<td>The Art of Leadership in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>CDFS 421</td>
<td>Child Care Center Administration</td>
<td></td>
</tr>
<tr>
<td>CDFS 422</td>
<td>Business of Child Care</td>
<td></td>
</tr>
<tr>
<td>CDFS 423</td>
<td>External Funding: Early Childhood Programs</td>
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<tr>
<td>ENTR 340</td>
<td>Survey of Entrepreneurship</td>
<td></td>
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</table>

Total Hours: 43-45

### FAMILY AND YOUTH STUDIES AREA OF EMPHASIS

Family and Youth Studies Area of Emphasis

A minimum GPA of 2.5 is required in all emphasis courses

#### Child Development Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CDFS 412</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 414</td>
<td>Adolescent Problems and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
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<td>-------</td>
</tr>
<tr>
<td>CDFS 415</td>
<td>Family Interaction and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 491A</td>
<td>Professional Field Experience</td>
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**Additional Requirements**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AGEE 220</td>
<td>Group Organization and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 122</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>CHPR 170</td>
<td>Health of the Individual</td>
<td>3</td>
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<tr>
<td>COMM 112</td>
<td>Small Group Communication</td>
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<tr>
<td>HN&amp;F 171</td>
<td>Introduction to Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCA 303</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 105</td>
<td>Social Welfare Institutions</td>
<td>3</td>
</tr>
<tr>
<td>CSAD 270</td>
<td>Effective Public Speaking</td>
<td>0 or 3</td>
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<tr>
<td>WGST 170</td>
<td>Introduction to Women’s and Gender Studies</td>
<td>3</td>
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</table>

**Total Hours**

42-45

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**PRE-SCHOOL EDUCATION, BIRTH-AGE 4 AREA OF EMPHASIS**

**Birth Through Pre-K CD&FS Area of Emphasis:**

A minimum GPA of 2.5 is required in all emphasis courses

**CHILD DEVELOPMENT COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDFS 211</td>
<td>Infant Development</td>
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<td>Infant Toddler Language and Literacy</td>
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<tr>
<td>CDFS 432</td>
<td>Early Socio-Emotional Growth</td>
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**INTERNSHIP REQUIREMENTS**

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<tr>
<td>CDFS 491</td>
<td>Professional Field Experience</td>
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<td>CDFS 491A</td>
<td>Professional Field Experience</td>
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**ADDITIONAL REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHPR 172</td>
<td>First Aid and Emergency Care</td>
<td>2</td>
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<tr>
<td>C&amp;I 410</td>
<td>Early Childhood Education 1</td>
<td>3</td>
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<tr>
<td>RDNG 423</td>
<td>Literacy and the Young Child</td>
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<tr>
<td>SPED 312</td>
<td>Differentiated Instruction for Young Children</td>
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<tr>
<td>SPED 317</td>
<td>Technology for Young Children with/without Special Needs</td>
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</table>

**KINDERSKILLS**

2-3

Choose one of the following courses:

- CDFS 430 Best Practices in Pre-K Movement

**CLASSROOM CREATIVENESS**

2

Choose one of the following courses:

- ART 103 Materials and Procedures
- C&I 414 Creative Experiences in Early Childhood
- MUSC 182 Music in the Elementary School
- THET 461 Creative Dramatics

**BUSINESS OF CHILD CARE AND EDUCATION**

Choose two of the following courses:

- BUSA 320 Survey of Management
- BUSA 330 Survey of Marketing
- CDFS 420 The Art of Leadership in Early Childhood
- CDFS 421 Child Care Center Administration
- CDFS 422 Business of Child Care
- ENTR 340 Survey of Entrepreneurship

**Director’s Credential (Optional)**

- CDFS 420 The Art of Leadership in Early Childhood
Preschool Special Needs, PreK-K Area of Emphasis

Special Needs Pre-K Endorsement Area of Emphasis
A minimum GPA of 3.0 is required in all emphasis courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 304</td>
<td>Special Education in Contemporary Society</td>
<td>3</td>
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<tr>
<td>SPED 311</td>
<td>Developmental Assessment for Young Children with Special Needs</td>
<td>3</td>
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<tr>
<td>SPED 312</td>
<td>Differentiated Instruction for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>SPED 314</td>
<td>Center-Based Programs Early Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 315</td>
<td>Home-Based Programs Early Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 316</td>
<td>Behavior Support Young Children Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 317</td>
<td>Technology for Young Children with/without Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 419</td>
<td>Internship: Preschool Special Needs</td>
<td>6</td>
</tr>
</tbody>
</table>

Praxis II **
Praxis I*

Total Hours 27

* The Core Academic Skills Test may be waived with an ACT or SAT score that meets state requirements.

** Students must have passed the Core Academic Skills for Educators test (Praxis I) within their first 30 undergraduate credits to be enrolled in this certification track. Students who do not pass the Core test will be placed in the non-certification CDFS track.

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.
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CDFS 110</td>
<td>Families Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 211</td>
<td>Infant Development</td>
<td>4</td>
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<tr>
<td>CDFS 430</td>
<td>Best Practices in Pre-K Movement</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 431</td>
<td>Infant Toddler Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 432</td>
<td>Early Socio-Emotional Growth</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 491A</td>
<td>Professional Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
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<td>19</td>
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</tbody>
</table>

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.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDFS 110</td>
<td>Families Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 212</td>
<td>Early Childhood Development</td>
<td>3</td>
</tr>
</tbody>
</table>
CDFS 316  Child Development Practicum 3
CDFS 430  Best Practices in Pre-K Movement 3
CDFS 491A  Professional Field Experience 3
Total Hours 15

Note: The CDFS certificates can be pursued without a degree (i.e., standalone); however, standalone certificates are not financial aid eligible.

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

- Child Development
- Family and Youth
- Infant and Toddler

CHILD DEVELOPMENT & FAMILY STUDIES MINOR
MINOR CODE - U081

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDFS 110</td>
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<tr>
<td>Select two of the following:</td>
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<tr>
<td>CDFS 210</td>
<td>Introduction to Parenting</td>
<td></td>
</tr>
<tr>
<td>CDFS 211</td>
<td>Infant Development</td>
<td></td>
</tr>
<tr>
<td>CDFS 212</td>
<td>Early Childhood Development</td>
<td></td>
</tr>
<tr>
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<tr>
<td>CDFS 316</td>
<td>Child Development Practicum</td>
<td></td>
</tr>
<tr>
<td>CDFS 412</td>
<td>Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>CDFS 413</td>
<td>Contemporary Issues in Family Relations</td>
<td></td>
</tr>
<tr>
<td>CDFS 414</td>
<td>Adolescent Problems and Disorders</td>
<td></td>
</tr>
<tr>
<td>CDFS 415</td>
<td>Family Interaction and Communication</td>
<td></td>
</tr>
<tr>
<td>CDFS 421</td>
<td>Child Care Center Administration</td>
<td></td>
</tr>
<tr>
<td>CDFS 422</td>
<td>Business of Child Care</td>
<td></td>
</tr>
<tr>
<td>CDFS 430</td>
<td>Best Practices in Pre-K Movement</td>
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Total Hours 18

FAMILY & YOUTH MINOR
MINOR CODE - U103

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<tr>
<th>Course</th>
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<td>CDFS 110</td>
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</tr>
<tr>
<td>CDFS 112</td>
<td>Introduction to Marriage and Family</td>
<td>3</td>
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<tr>
<td>CDFS 210</td>
<td>Introduction to Parenting</td>
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</tr>
<tr>
<td>CDFS 212</td>
<td>Early Childhood Development</td>
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</tr>
<tr>
<td>Select three from the following:</td>
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</tr>
<tr>
<td>CDFS 412</td>
<td>Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>CDFS 413</td>
<td>Contemporary Issues in Family Relations</td>
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<tr>
<td>CDFS 414</td>
<td>Adolescent Problems and Disorders</td>
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<tr>
<td>CDFS 415</td>
<td>Family Interaction and Communication</td>
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</table>

Total Hours 18

INFANT & TODDLER MINOR
MINOR CODE - U102

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>CDFS 110</td>
<td>Families Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td>CDFS 211</td>
<td>Infant Development</td>
<td>4</td>
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<td>Course</td>
<td>Title</td>
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<tr>
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</tr>
<tr>
<td>CDFS 210</td>
<td>Introduction to Parenting</td>
<td></td>
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<tr>
<td>CDFS 421</td>
<td>Child Care Center Administration</td>
<td></td>
</tr>
<tr>
<td>CDFS 430</td>
<td>Best Practices in Pre-K Movement</td>
<td></td>
</tr>
<tr>
<td>CDFS 431</td>
<td>Infant Toddler Language and Literacy</td>
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</tr>
<tr>
<td>CDFS 432</td>
<td>Early Socio-Emotional Growth</td>
<td></td>
</tr>
<tr>
<td>CDFS 491A</td>
<td>Professional Field Experience</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**: 19

**CHILD DEVELOPMENT AND FAMILY 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. Early Childhood Development. 3 Hours.**
PR: CDFS 110. Physical, social, emotional, and cognitive development of children from conception to seven years with implications for guidance and care in practical settings.

**CDFS 250. Research Methods and Data Analysis. 3 Hours.**
Overview of principles and methods of CDFS research; developmental research challenges and strategies; descriptive statistics and statistical inference (hypothesis testing).

**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. Contemporary Issues in Family Relations. 3 Hours.
PR: 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. Pre-requisite(s) and/or co-requisite(s) may differ on regional campuses.

CDFS 414. Adolescent Problems and Disorders. 3 Hours.
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. The family as a social group; processes related to well-being for a variety of family relationships.

CDFS 420. The Art of Leadership in Early Childhood. 3 Hours.
The course will prepare students to develop effective leadership skills in early childhood settings, advocate for children and families and develop 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. Business of Child Care. 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. 1 Hour.
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.
Focus on language and literacy development in infants and toddlers for teachers and others working with infants and toddlers.

CDFS 432. Early Socio-Emotional Growth. 3 Hours.
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 490. Teaching Practicum. 1-3 Hours.
PR: Consent. Teaching practice as a tutor or assistant.

CDFS 491. 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 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.

EDUCATIONAL PSYCHOLOGY COURSES

EDP 101. Learning Strategies for Academic Success. 3 Hours.
The purpose of the course is to help students develop active learning strategies that are research-based and appropriate for the college curriculum that will enable them to achieve academic success.
EDP 102. Orientation to the Regents Bachelor of Arts. 1 Hour.
PR: Consent. An introduction to the Regents Bachelor of Arts Program (RBA), including the degree structure, benefits of the program, academic success plans, standardized awards, portfolio petitions, Areas of Emphasis, and RBA graduate pathways.

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

EDP 301. Learning in PreK-Adult Educational Settings. 3 Hours.
Examination and utilization of behavioral and cognitive learning models; consideration of learner characteristics and other factors affecting student learning.

EDP 393. Special Topics. 1-6 Hours.
PR: Consent. Investigation of topics not covered in regularly scheduled courses.

EDP 401. RBA Portfolio Development. 2 Hours.
This course will assist RBA students with professional work experience to prepare and submit portfolios for College Equivalent Credits (CECs).

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

EDP 491. 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.

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

EDP 494. Seminar. 1-3 Hours.
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