Child Development and Family Studies, A.A.

Degree Offered

- Associate of Arts

Nature of the Program

The Child Development and Family Studies major (formerly titled Early Childhood Education) focuses on the social, emotional, intellectual, and physical development of children. This program will prepare students to plan programs and interact with young children in developmentally appropriate settings and to work with infants and toddlers in child care placements.

Career Opportunities

Positions may be found in a variety of settings including child care centers, Head Start, nursery schools, hospitals, and human service agencies. Graduates with a bachelor's degree also work with parents in educational settings.

FACULTY

CHAIR

- Cassandra Pritts - M.A. History (Duquesne University)
  Year @ PSC (2011)

ASSOCIATE PROFESSOR

- Andrea Schafer - M.A. Elementary Education (West Virginia University)
  Year @ PSC (2014)

ASSISTANT PROFESSOR

- Molly Alvaro - M.A. Counseling (Marshall University)
  Year @ PSC (2020)

Admissions

Entering freshmen are admitted directly into the major.

Benchmark Expectations

A minimum grade of C- is required for all CDFS courses. All majors must meet with their advisor every semester. Students who do not meet these benchmarks may be removed from their major.

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.

Code	Title	Hours
General Education Foundations		
F1 - Composition & Rhetoric		3-6
ENGL 101 & ENGL 102	Introduction to Composition and Rhetoric and Composition, Rhetoric, and Research	
or ENGL 103	Accelerated Academic Writing	
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

Code	Title	Hours
A minimum grade of C- is required for all CDFS courses.		
GEF Requirements (2, 6, 7 and 8)		13
ENGL 101 & ENGL 102	Introduction to Composition and Rhetoric and Composition, Rhetoric, and Research (GEF 1)	6
WVUE 191	First Year Seminar	1
MATH 121	Intro Concepts Of Mathematics (GEF 3) *	3
CDFS 110	Families Across the Life Span (GEF 4)	3
CDFS 112	Introduction to Family Processes and Dynamics	3
CDFS 210	Introduction to Parenting	3
CDFS 211	Infant Development	3
CDFS 212	Foundations of Human Development: Infancy Through Childhood	3
PSYC 101	Introduction to Psychology (GEF 8)	3
SOC 101	Introduction to Sociology (GEF 8)	3
COMM 104	Fundamentals of Public Communication (GEF 5)	3
Elective		13
Total Hours		**60**

* MATH 121 or higher MATH accepted.

Suggested Plan of Study

First Year

Fall	Hours	Spring	Hours
CDFS 110 (GEF 4)	3	CDFS 112	3
ENGL 101 (GEF 1)	3	ENGL 102 (GEF 1)	3
MATH 121 (GEF 3)	3	PSYC 101 (GEF 8)	3
WVUE 191	1	Elective	3
SOC 101 (GEF 8)	3	GEF 6	3
GEF 7	3		
	16		**15**

Second Year

Fall	Hours	Spring	Hours
CDFS 211	3	CDFS 210	3
COMM 104 (GEF 5)	3	CDFS 212	3
GEF 2	4	GEF 8	3
Elective	5	Elective	3
		Elective	2
	15		**14**

Total credit hours: 60

Major Learning Outcomes

CHILD DEVELOPMENT AND FAMILY STUDIES

Upon successful completion of the A.A. degree, students in the **Child Development and Family Studies major** will be able to demonstrate:

1. Knowledge of the social, emotional, intellectual, and physical development of young children in the family and preschool contexts.
2. The ability to construct positive and enriched early childhood environments where the young have the opportunity to develop skills for lifelong learning.
3. Knowledge of current best practices that prepare young children to be competent, independent learners.
4. The ability to reflect on one's knowledge and skills of teaching and interacting with young children.
5. Knowledge of how young children learn in order to prepare educational activities in inclusive environments.