

**College of
Education and Human Services**

**Department of
Learning Sciences and Human Development**

(Effective July 1, 2016)

**CHILD DEVELOPMENT
AND
FAMILY STUDIES
Handbook**



<http://lshd.wvu.edu/cdfs>

This Handbook belongs to _____

If found, please return to the office of:

Child Development and Family Studies
507 Allen Hall, Evansdale Campus

Disclaimer

This *Fall 2016 CDFS Handbook* is a general source of information about course offerings, academic programs and requirements, rules and policies. **PLEASE NOTE THAT THIS IS A LIVING DOCUMENT. IN ORDER TO OBTAIN THE MOST UP-TO-DATE INFORMATION YOU SHOULD SCHEDULE A MEETING WITH AN ACADEMIC ADVISOR OR THE UNDERGRADUATE PROGRAM COORDINATOR.** Moreover, in order to reach the goals and fulfill the mission of the University, the courses, requirements, and regulations contained herein are subject to continuing review and change by the West Virginia Higher Education Policy commission, the WVU Board of Governors, University administrators, and the faculties of the schools and colleges. The University, therefore, reserves the right to change, delete, supplement, or otherwise amend the information, course offerings, requirements, rules, and policies contained herein without prior notice.

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West Virginia University

College of Education and Human Services

Dear Student:

We are pleased that you have expressed interest in studying Child Development and Family Studies (CDFS) at West Virginia University. There are four options for study within the CDFS program: (1) Pre-Kindergarten (Pre-K) with Pre-K-K Special Needs endorsement (2) Pre-K certification only (3) Pre-K Child Development with no certification and (4) Family and Youth Studies. The Pre-School Options encompass the social, emotional, intellectual, and physical development of young children in the family and early childhood contexts. The West Virginia University Child Development Laboratory (Nursery School) provides students with valuable learning experiences as they plan and implement preschool programming. Students in options 1 & 2 upon graduation are prepared and may elect to apply to the WV State Department of Education for certification. Students are encouraged to earn the Early Childhood Education Director's Credential and the Infant-Toddler Education Certificate.

The Family and Youth Studies option is designed for students with interests in working with children, adolescents, and/or families. Students in this option may be seeking careers working with these segments of the population in such settings as youth or family service agencies or as Child Life Specialists in medical settings. This option is also appropriate for students who will pursue graduate studies in child or human development, family studies, education, developmental psychology, marriage and family therapy, social work, and related fields.

The CDFS curriculum incorporates West Virginia University's General Education Foundations (GEF) that consists of 41 to 43 credits of liberal studies courses. It also includes 31-37 credits of CDFS courses addressing child and adolescent development, family development and relationships, parenting, and early childhood education. The CDFS courses are supported by a variety of course requirements offered by other units that further develop the personal and pre-professional skills used when teaching and guiding the growth and development of young children, older children, adolescents, and families. More details on each area of emphasis is found in subsequent pages of this Handbook.

You are encouraged to contact one of the CDFS faculty members between August 16th and May 15th for an appointment to discuss the program in greater detail. The offices are located in 507 Allen Hall on the Evansdale Campus and the telephone number is (304) 293-6875. The CEHS Advising Office, is available to assist you in program planning and course scheduling throughout the year (Phone: 304-293-2137). You may also contact the CDFS undergraduate coordinator, Ms. Nancy Wolfe-Dilgard, for more information about undergraduate studies call 304-293-3345.

Sincerely,

A handwritten signature in black ink that reads "Amy Root".

Amy Root, Ph.D.
Associate Professor and Assistant Chair
CDFS Overall Program Coordinator
504 J Allen Hall

Department of Learning Sciences and Human Development
Educational Psychology, Instructional Design and Technology, and
Child Development and Family Studies Programs
Updated 10/13/16

504, 506 and 507 Allen Hall
PO Box 6122
Morgantown, WV 26506-6122

Equal Opportunity/Affirmative Action Institution

West Virginia University and the Child Development and Family Studies (CDFS) Program

West Virginia University is one of only 43 public universities that serve their states as research and land-grant institutions. The term “land grant” derives from the Congressional Act of 1862 that gave federally-owned land to each state, to be sold for funds to begin colleges offering programs in agriculture and engineering. Since its founding in 1867, WVU has become the center of graduate and professional education, research, and extension programs in West Virginia. The University provides high quality programs of instruction, offering nearly 200 degree programs at the undergraduate, graduate, and first-professional levels.

The University is situated in the Appalachian Mountains, 75 miles south of Pittsburgh, Pennsylvania. The area is forested and offers many outdoor recreation opportunities. The intellectual, cultural, and social climate of the University, coupled with the attractive mountain environment, creates a setting for enjoyable living and study. The main campus is located on the banks of the Monongahela River in Morgantown, West Virginia, and is linked to its expanded campus environs by the Personal Rapid Transit system (PRT), the most modern transit system in the world.

WVU has in excess of 32,000 students who are pursuing degrees in one of the 14 colleges or schools that make up the institution. Child Development and Family Studies is located in The Department of Learning Sciences and Human Development in the College of Education and Human Services

Faculty and Staff in the Child Development and Family Studies Program

Faculty Member:	Title:	Phone Number	Office	E-mail
Dr. Amy Root	Associate Professor & Assistant Chair; CDFS Overall Program Coordinator	(304) 293- 0380	504J Allen Hall	Amy.Kennedy@mail.wvu.edu
Dr. Kristin Moilanen	Associate Professor	(304) 293-2061	504 O Allen Hall	KLMoilanen@mail.wvu.edu
Dr. Bobbie Warash	Professor, Director, WVU Child Dev. Lab	(304) 293-2110	WVU Nursery School	bawarash@mail.wvu.edu
Dr. Carol Markstrom	Professor	(304) 293-3340	506G Allen	Carol.Markstrom@mail.wvu.edu
Dr. Jessica Troilo	Associate Professor	(304) 293-3424	506F Allen Hall	Jessica.Troilo@mail.wvu.edu
Dr. Suzanne Hartman	Assistant Professor	(304) 293-3343	507C Allen Hall	Suzanne.Hartman@mail.wvu.edu
Dr. Sara Anderson	Assistant Professor		506A Allen Hall	Sara.Anderson@mail.wvu.edu
Ms. Nancy Wolfe-Dilgard	Clinical Instructor & CDFS Undergraduate Coordinator	(304) 293-3345	507E Allen Hall	Nancy.Wolfe-Dilgard@mail.wvu.edu
Dr. Nancy Taylor	Teaching Assistant Professor & Online Program Coordinator	(304) 293-8437	504L Allen Hall	Nancy.Taylor@mail.wvu.edu
Ms. Melissa Workman	Assistant Director Nursery School	(304) 293-2110	WVU Nursery School	Melissa.Workman@mail.wvu.edu
Ms. Keri Law	Nursery School Teacher	(304) 293-2110	WVU Nursery School	Ksmith42@mail.wvu.edu
Staff Member:	Title:	Phone	Office	E-mail
Ms. Judy Martin	Program Assistant	(304) 293-6875	507 Allen Hall	Judy.Martin@mail.wvu.edu

Ms. Anita Garten	Academic Advisor	(304) 293-2137	710D Allen Hall	Anita.Garten@mail.wvu.edu
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Learning Objectives

Bachelor of Science (BS) in Child Development and Family Studies

The BS degree in Child Development and Family Studies offers two curriculum pathways: birth through pre-kindergarten and family and youth.

Students in the birth through pre-kindergarten option of CDFS 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 CDFS 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.

Child Development and Family Studies Options

The Child Development and Family Studies program provides students with a choice of four options of study as shown below. * *Pre-Kindergarten will be abbreviated Pre-K from here on.*

1. **Preschool Education, Birth Through Age 5 (H039)Pre- School Special Needs Pre-K-K Endorsement (H105) Option #1** Test Requirements (As of June 1, 2015) include:

- Passing the PRAXIS CORE is required for this option. (see ets.org for WVDE scores and test code or speak to your advisor) You may also be exempt from taking the Praxis Core if you meet the minimum score on the ACT or SAT as determined by the state of West Virginia. Please consult the following webpage for minimum scores:
<https://www.ets.org/praxis/wv/requirements>.
*Please note: PRAXIS CORE subject areas: Math, Reading, and Writing may be taken separately. (see ets.org for WVDE scores and test code or speak to your advisor)
- Passing the PRAXIS II is required prior to enrolling in Special Education Student Teaching (SPED 419) (see ets.org for WVDE scores and test code or speak to your advisor)

This Pre-K option provides the candidate the opportunity to apply for a certification in Pre-K and Pre-K Special Needs. Having both the ability to apply for certification and endorsement will prepare graduates for greater employment opportunities, as most school systems are required by law to be fully inclusive (preschool classrooms include children with special needs). The student will have experience and the required courses for both certifications.

Students in this option are encouraged to fulfill the requirements for the Infant Toddler Education Certificate and the Early Childhood Director's Credential.

***Students must purchase LiveText.**

2. **Preschool Education, Birth Through Age 5 (H039) Option # 2**

Test Requirements (As of June 1, 2015) include:

- Passing the PRAXIS CORE is required for this option. (see ets.org for WVDE scores and test code or speak to your advisor) You may also be exempt from taking the Praxis Core if you meet the minimum score on the ACT or SAT as determined by the state of West Virginia. Please consult the following webpage for minimum scores:
<https://www.ets.org/praxis/wv/requirements>*Please note: PRAXIS CORE subject areas: Math, Reading, and Writing may be taken separately. (see ets.org for WVDE scores and test code or speak to your advisor)

Students in this option will only be eligible to apply for certification in Pre-K (not Special Education). Students who were in Option #1 and passed the PRAXIS CORE but did not complete the requirements for Special Education may transfer into this option if they meet the qualifications. Students must understand that this option only prepares students for Pre-K certification. After graduating in Option #2 students **may not** return to WVU and add the SPED courses from Option #2. They are only offered to students enrolled in Option #1. *Students must also fulfill the requirements for the Infant Toddler Education Certificate* and are encouraged to complete the Early Childhood Director's Credential to

qualify for additional employment opportunities.

***Students must purchase LiveText.**

3. **Child Development (H025) (Non-Certification) Option #3**

No PRAXIS test requirements

Students who do not wish to be certified **choose Option #3**. This Option is for students who need the Child Development background for their career goals but do not need certification. These students may not teach in the WV public schools. Some students study Child Development to pursue advanced degrees in related fields. Also, students who do not fulfill the test requirements for Options #1 & #2, but who can meet the other requirements, often pursue this option, knowing they will not be eligible for certification. Students must also fulfill the requirements for the Infant Toddler Education Certificate and are encouraged to complete the Early Childhood Director's Credential to qualify for additional employment opportunities.

LiveText is not required for this non-certification option.

Options #1, #2 & #3 are best suited for students who are interested in working with young children in inclusive environments. These options encompass the social, emotional, intellectual, and physical development of young children in the family and in early childhood contexts. Students use current recommended curricula for preschoolers and implement other innovative activities with young children ranging from birth to age 8. In addition, students perform developmental assessments and interact with young children in developmentally appropriate ways. Settings for internship experiences include the state of the art West Virginia University Child Development Laboratory (Nursery School), public school preschools, and placements in community childcare centers. Students in Option #1 are prepared for certification in Pre-K and Pre-K with Special Needs upon graduation. Employment opportunities for students, who have completed Pre-K options, are many and varied, but for those who elect to obtain certification, job opportunities include universal Pre-K teaching positions with the public schools, working in childcare centers, preschools, Head Start, and social service agencies. These options also prepare students for graduate work in child development, early intervention, and related disciplines. Students who are interested in owning and operating their own nursery schools or child care centers should pursue the Early Childhood Education Director's Credential. In order to prepare our students to assume these responsibilities, students take 10 credit hours of courses required for the CDFS Early Childhood Director's Credential; importantly, as estimated by the U.S. Department of Labor Statistics estimated that in 2015 preschool and childcare directors earned approximately \$17,100 more a year than preschool teachers (see <http://www.bls.gov/home.htm>).

Students can also take additional courses to receive a Certificate in Infant and Toddler Education. Students may also take some CDFS courses online is permitted for Pre-K Options majors with the exception of CDFS 211, 212, 250, 316, 413, 491, and 491A which are to be taken as on campus classes.

- **Students must purchase LiveText** (for Options #1 and #2)

The College of Education and Human Services has implemented the LiveText system (www.livetext.com) as its Student Assessment Management System. LiveText will allow faculty to evaluate students in key assessment areas and collect data via forms, allow students to build professional portfolios for demonstration of competencies throughout their program, and allow

administrators to report accurate and up-to-date data for the accreditation of CEHS academic programs. Five-year subscriptions must be purchased from the WVU Bookstore in Towers.

4. **Family and Youth Studies (H093) Option #4**

The **4th Option** of study in CDFS is Family and Youth Studies. This Option is best suited for students who are interested in working with older children, adolescents, and/or families in youth development or family development programs in community agencies or services. Students interested in becoming a Child Life Specialist should select this option. Additionally, this emphasis is appropriate for students who will pursue graduate studies in human development, family studies, marriage and family therapy, education, developmental psychology, social work, and related fields. Students in the Family and Youth Studies emphasis complete coursework related to family issues, family interaction, human growth and development, human sexuality, youth concerns, and related topics. All students are required to complete two internships at community family and/or youth-focused agencies or through WVU Extension Services. Students in this option may wish to consider completing a certification in Gerontology or to pursue a minor in Entrepreneurship, Disability Studies, Communication Studies, Sociology, Anthropology, Women's and Gender Studies, or related areas.

CDFS online courses are permitted for Family and Youth Studies majors in CDFS with the exception of CDFS 212, 250, 412, 413, 414, 415, and 491A which are to be taken as on campus classes.

Please refer to pages 17-24 for the list of courses required in each option. Following the respective option is a page that indicates the courses to take as an incoming freshman as well as a page tentatively listing courses to be taken during the sophomore, junior, and senior years.

2+2 Program

West Virginia University and Pierpont Community & Technical College (PCTC) currently have an articulation agreement which permits students who complete their associate's degree in Early Childhood at PCTC to transfer those credits towards a bachelor's degree in CDFS at WVU. Through the 2+2 articulation agreement between WVU and PCTC, students transferring with an Associate of Applied Sciences degree in Early Childhood from PCTC are entered into the CDFS Pre-K certification program at WVU (given they meet the college's requirements for admissions and currently have a 2.5 GPA). Once enrolled at WVU, fulltime students complete the course of study at WVU for their Bachelor of Science in CDFS. For more information please e-mail Nancy Wolfe-Dilgard at Nancy.Wolfe-dilgard@mail.wvu.edu.

Working with CDFS Academic Advisors

As a freshman, you are assigned to a CDFS academic advisor. You may **also enter** the CDFS program as a transfer student (both within WVU and outside of WVU), but you **must have a minimum cumulative grade-point average (GPA) of 2.5** to enter the program and remain in the program. Students transferring from other institutions must apply in advance with the WVU Office of Admissions <http://admissions.wvu.edu/> to determine which courses taken at other institutions will be given full credit at WVU. Students transferring from within WVU, must go to their current advising center and request a transfer to Child Development and Family Studies.

The academic advisors for CDFS are located in 710 Allen Hall. They are here to provide guidance as you progress through your program. You must contact **your advisor** for advice and consent prior to course registration each semester and summer session. You should also check with your advisor when you are having academic difficulty with any course as well as prior to dropping a course.

The Office of the University Registrar sets the timeline for registration. CDFS advisors begins holding registration appointments in September and February. Registration for summer courses, ideally, is done during the advising appointment for the upcoming Fall semester. **The order of priority for registration**, is as follows: 1) professional, graduate, athletes, and students registered with Accessibility Services, 2) seniors, 3) juniors, 4) sophomores, and 5) freshmen. To determine **your class standing** for registration purposes, add the number of credits you are currently taking to those that you have completed.

Freshmen	0-28	Juniors	59-88
Sophomores	29-58	Seniors	89 +

Keep your academic advisor informed of all changes that will impact your academic progress.

You are the one responsible for:

- Taking the courses recommended by the CDFS advisor
- Tracking your academic records via Degree Works
- Progressing through your program of study in a timely manner
- Taking and Passing the PRAXIS CORE and PRAXIS II (for Options #1 and #2)
- Background Check
- Tuberculosis Test (PPD)

Please, **do not wait until the last week of the semester** or final exam week to deal with **routine advising concerns**. This is a very busy time for the CDFS advisors just as it is a busy time for you.

Faculty Mentors

In addition to an academic advisor each CDFS major will be assigned a CDFS faculty mentor. Your faculty mentor is available to meet with you on various non-academic advising aspects of your educational experience, such as career advisement, preparation for graduation school, personal issues or concerns, and other areas. Do take the time to get to know your faculty mentor and let her get to know you.

Requirements

Prior to working directly with young children or adolescents, you must be tested for TB and have a fingerprint background check (see: <http://cehs.wvu.edu/student-resources/become-a-teacher/background-checks> for more information). The TB test must be taken each year and your background check needs to be done every five years. We recommend that you get your background check during **your freshman year** so you are clear to do the practicum associated with CDFS 211, 212, and CDFS 316. You will need to have a TB test every year. Check out your options of where to get tested, which may include your personal physician, the WVU Student Health Service, your local County Health Department, or the Monongalia County Health Department here in Morgantown.

You must present your TB test results card to the CDFS Secretary in 507 Allen Hall so that a copy may be made for your academic file prior to registering for CDFS 211, 212 and 316, or any other course where you will be working directly with children or adolescents.

As a CDFS Major, in one of the Pre-K certification programs, students must pass the PRAXIS CORE www.ets.org. Prior to taking SPED 419 students must pass PRAXIS II (#0691).

Child Development and Family Studies Selection Agreement

I, _____ (student's name) _____ have received and reviewed the information regarding the following 4 Options in the CDFS Program: 1) Pre-K / with Pre-K-K Special Needs endorsement, 2) Pre-K Certification only, 3) Pre-K Child Development (No Certification), and 4) Family and Youth. These are the 4 options that can be completed through the Child Development and Family Studies Bachelor of Science program at WVU. I have reviewed the required course work in each of the 4 options. I am entering the following CDFS option:

1 _____ Preschool Education, Birth Through Age 5 (H039)/ Pre-School Special Needs Pre-K-K Endorsement (H105)

2 _____ Preschool Education, Birth Through Age 5 (H039)

3 _____ Pre-K Child Development (code H025) (No certification)

4 _____ Family and Youth (code H093)

(Initial one of the above options)

I understand that changing options may increase the length of time needed to complete my Bachelor's program. I also understand I need to meet the following requirements of my option. (**Initial** the ones required for your option area.)

PPD Test: _____ (**All Students**) prior to placements

Fingerprint Background Check: _____ (**All Students**) prior to placements

PRAXIS CORE: _____ **Both certification options #1 and #2**

Purchase of LiveText: _____ **Both certification options #1 and #2** must purchase

PRAXIS II Pre-School Special Needs: _____ (Pre-K/ PreK-K Special Needs option) must be taken prior to SPED 419.

Signed: _____ Date: _____

Academic Advisor: _____ Date: _____

Criminal Background Information & Procedure

The College of Education and Human Services (CEHS) has developed procedures for assisting our candidates in securing a criminal background screening that is required by WV public schools and other agencies. All students with a clinical or field-based experience in their programs of study should secure a copy of the CEHS Criminal Background Information & Procedure from the CEHS home page, <http://cehs.wvu.edu/student-resources/become-a-teacher/background-checks>. The procedure described on the College webpage is what is recommended by CDFS (fingerprint background check). **Please note that there is a fee associated with the background check; however, the background check is valid for five years.**

Grade & GPA Requirements and Curriculum

Students must earn a minimum grade of “C” in every course with the designation of CDFS or take the course over again until a “C” or better is obtained. Credits for a CDFS course with a “D” will not be counted toward the 120 credits needed for graduation. You must have a minimum cumulative GPA of 2.00 in order to graduate from WVU; however, to remain in CDFS as a student, your GPA must remain 2.5 or higher. Students will receive a warning if their GPA falls below a 2.6. A student will be subject to academic probation once their GPA falls below a 2.5, and will be dismissed from the CDFS program if their GPA remains below a 2.5 for two consecutive semesters. Students who’s GPA falls below a 2.0 will automatically be placed on probation by WVU and CDFS.

Importantly, students in Option 1 of the CDFS major must earn an “A” or “B” in all SPED courses and must maintain an overall GPA of 3.0. Students who do not maintain this GPA or earn the required grades will be moved out of Option 1 to Option 2

Course content is sequenced to provide background on which to build as a student progresses. The 100-level and 200-level courses should be taken before the 300-level and 400-level courses. In addition, there are course prerequisites (see catalog for more information). For instance, CDFS 212 should be taken before or concurrent with CDFS 316 which **must** be taken before CDFS 491. CDFS 211 **must** be taken before the Infant/ Toddler Internship CDFS 491A. CDFS 250 **must** be taken prior to CDFS 412, CDFS 413, CDFS 414, and CDFS 415. Certain **courses are offered on campus only** during the **fall** semester: CDFS 412, and CDFS 415. Other **courses are offered on campus only** during the **spring** semester: CDFS 211 and CDFS 414. In addition, some courses are offered online only: CDFS 420, CDFS 421, CDFS 422, CDFS 423, CDFS 430, CDFS 431, and CDFS 432. If not listed here, the other CDFS courses are offered during both the fall and spring semesters. Transfer students into CDFS should anticipate spending additional semesters at WVU to complete the program requirements.

Internship Opportunities for CDFS

Students in Child Development and Family Studies complete 240 - 800 hours of placements and observations during their program. The Early Childhood-Birth to Pre-K pathway has internship hours that

meet the West Virginia Department of Education (WVDE) and the National Association for the Education of Young Children (NAEYC) requirements.

Internships in the department are unpaid placements, nonprofit agencies, child care centers, hospitals or other community programs that meet the student's educational goals and at the WVU Nursery Lab School for more information about the WVU Nursery Lab School, please visit <http://nurseryschool.wvu.edu/about>.

Students in Pre-K Certification Options:

For students in Options #1 or #2, the program of study encompasses all of the course work, practicum, and internships that are required for certification. If you want to be certified by the WV Department of Education, you must have a cumulative GPA of 2.5. You also must pass the PRAXIS CORE. Praxis Core may be waived with an ACT composite score or an SAT score meeting a minimum determined by the state of West Virginia (<https://www.ets.org/praxis/wv/requirements>). You may get further information and register for these tests on-line at www.ets.org/praxis. For Option #1 you must also pass the PRAXIS II (#0691) prior to SPED 419. The code numbers that you will need to enter when registering are 8480 for the WV Department of Education and 5904 for WVU. *For students in Option #1 a temporary student teaching permit is required prior to taking SPED 419 for the WV Department of Education (WVDE) You also must upload specific materials from CDFS 110, 211, 212, 316, 413, 491, and 491A to LiveText.

You are encouraged to work toward becoming certified. There are reciprocal certification agreements in place with other states so that your certification from WV will have value in other states as you are seeking employment. **To apply for certification**, go to the Center for Student Advising & Records in the College of Education and Human Services two months before you graduate and request a certification packet which will have the Fingerprint Card. **The background check associated with your fingerprint check is valid for three months.** Ensure that your application for certification can be completed within that three-month time frame.

The certification officer, Mike Sekula, in the Center for Student Advising and Records in the College of Education and Human Services, located in room 710G Allen Hall, can be of assistance to you if you have certification questions. (304) 293-3983 or Mike.Sekula@mail.wvu.edu

PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS or PRAXIS CORE 5751

Check the website for the testing schedule at www.ets.org .

PRESCHOOL SPECIAL NEEDS (PREK-K)

SPECIAL EDUCATION: PRESCHOOL/EARLY CHILDHOOD or PRAXIS II #0691

Check the website for the testing schedule at www.ets.org .

Graduating from the CDFS Program

At the **beginning** of the summer session **or** about **4 weeks after the start of the fall or spring semester in which you plan to graduate**, you are to **complete an online application for graduation** You will receive further information on the May Graduation or December Convocation at the appropriate time. All graduates will receive their diplomas by mail after they are officially cleared for graduation. You will need to purchase a blue cap and gown and light blue tassel from the bookstore for either events. Both events are open to everyone without ticketing. For more information visit, senioryearexperience.wvu.edu

Career Opportunities with the CDFS B.S. Degree

CDFS graduates with the Pre-K/Pre-K-K Special Needs option usually work as preschool teachers in the public school or universal Pre-K classrooms. Graduates in all options may work as assistant directors and directors in a variety of settings including child care centers, Head Start programs, nursery schools, social service agencies or as child care providers. They also may work with parents and families in educational settings. Graduates with the Family and Youth Studies option may work in community agencies or services for youth development such as the Boys and Girls Club, Extension Services, Child Life Specialists, Adolescent Prevention Programs, Day Report Centers, Family Agencies or the Family Resources Network. Salary is dependent on the qualifications of the graduate, the structure of the organization, the source of funding, and the geographic location of the employer. CDFS graduates are also provided with an academic foundation for graduate work in a variety of social science, education, and related disciplines.

Graduate School Opportunities

The CDFS program also offers a Master of Arts (M.A.) degree as part of the Educational Psychology graduate program in the Department of Learning Sciences and Human Development. This program requires students to complete and defend a research thesis as a requirement for graduation. Students considering graduate school should maintain a **3.0 or higher undergraduate GPA** and should speak to their faculty mentor about graduate education.

Students are evaluated for acceptance into the CDFS M.A. program based on four criteria: GRE scores, undergraduate GPA, a written essay, and three letters of recommendation. Applications for graduate admissions can be obtained online at <http://grad.wvu.edu>. Students will also find the Bachelor's degree in CDFS is an appropriate preparation for graduate study in related programs, such as special education--early intervention, marriage and family therapy, counseling and guidance, social work, and public administration.

The Educational Psychology program now offers an Interdisciplinary Ph.D. in Education with a Human Development and Family Studies emphasis. The primary objective of the HDFS emphasis is to prepare students who have both breadth and depth of knowledge in education and who will conduct original research and contribute to the knowledge in the discipline. Students may apply for the EHS Interdisciplinary Ph.D. HDFS emphasis from either the Bachelor's or Master's level. For information about the Ph.D. program contact: Dr. Amy Root at Amy.Kennedy@mail.wvu.edu .

Important Websites

Information on Minors - <http://catalog.wvu.edu/undergraduate/minors/>
General Education Foundations - <http://catalog.wvu.edu/undergraduate/gef/>
Course Catalogs - <http://catalog.wvu.edu/>

College of Education and Human Services – <http://cehs.wvu.edu>

Office of Assessment and Student Success Programs-- <http://retention.wvu.edu/>

Success Coaching- http://retention.wvu.edu/student_success/success_coaching

WELLWVU- <http://well.wvu.edu/ccpps>

The Rack- http://wecan.wvu.edu/sustainability/community_and_civic_engagement/the_rack

Child Development and Family Studies (CDFS) Course Descriptions

PR = Pre Requisite

101. **Introduction to Child Development and Family Studies.** , 1hr. meets the requirements for a First Year Seminar in a departmental course. Prepares freshman and transfer students in university systems, Core objectives, and understanding the department of CDFS. Develops a better understanding of the learning process, critical thinking, and basic academic and personal “survival skills”.
110. **Families Across the Life-Span.** 3 hr. Explores the physical, psychological, and cognitive developmental changes of individuals who are functioning in family systems that change across the life-span.
112. **Introduction to Marriage and Family.** 3 hr. Explores various dimensions of self-development and personal preference relevant to dating, mate selection, marriage, having children, parenting, divorce, and remarriage.
210. **Introduction to Parenting.** 3 hr. 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.
211. **Infant Development.** 4 hr. 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.
212. **Early Childhood Development.** 3 hr. 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.
250. **Research Methods/Data Analysis.** 3 hr. Overview of principles and methods of CDFS research; developmental research challenges and strategies; descriptive statistics and statistical inference (hypothesis testing).
316. **Child Development Practicum.** 3-4 hr. 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.
317. **Hospital Child Life Practicum.** 3 Hr. PR: CDFS 110, CDFS 212. 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.
412. **Adolescent Development.** 3 hr. 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.)
413. **Contemporary Issues in Family Relations.** 3 hr. 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.
414. **Adolescent Problems/Disorders.** 3 hr. PR: Senior or Graduate standing or Consent. Focuses on non-normative aspects of adolescent development including social, behavior, emotional, and psychological problems. Prevention and intervention strategies are examined.
415. **Family Interaction and Communication.** 3 hr. PR: Senior or Graduate standing or Consent. The family as a social group; processes related to well-being for a variety of family relationships. This class fulfills the Capstone Experience for Family and Youth Majors.

420. **The Art of Leadership in Early Childhood.** 3 hr. S-web. The course will prepare students to gain effective leadership skills in early childhood settings, advocate for children, families and develop collaborative partnerships.
421. **Developing and Administering a Child Care Center.** 3hr. S-web. Focuses on skills necessary for directing a high quality child care center. Participants will gain knowledge in program planning, development, and maintenance.
422. **The Business of Child Care.** 3hr. S-web. This course is designed to provide essential business and management lessons in operating a high quality early child care center.
423. **External Funding: Early Childhood Program.** 1hr. S-web. Provides the opportunity to prepare a grant application.
430. **Best Practices in Pre-K Movement.** 3hr., This course is designed to assist teachers with planning appropriate movement activities for young children.
431. **Infant Toddler Language/Literacy.** 3 hr. PR: CDFS 110, CDFS 211. S web. This is an advanced course in infant and toddler language and literacy development. There will be a focus on the development of language and literacy within the home and childcare centers. Students develop activities that promote infant language and literacy development.
432. **Early Socio-Emotional Growth and Development** 3 hr. PR: CDFS 110, CDFS 211. This is an advanced course in infant and toddler social and emotional development. There will be a focus on the development of emotion and relationships with caregivers and peers. Students will develop activities that promote infant socio-emotional wellbeing.
490. **Teaching Practicum**1-3 hr. PR: Consent. Teaching practice as a tutor or assistant.
491. **Professional Field Experience.** 1-18 hr. 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.
- 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.
493. **Special Topics.** 1-6 hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.
494. **Seminar.** 1-3 hr. PR: Consent. Presentation and discussion of topics of mutual concern to students and faculty.
495. **Independent Study.** 1-6 hr. Faculty supervised study of topics not available through regular course offerings.
496. **Senior Thesis.** 1-3 hr. PR: Consent.
498. **Honors.** 1-3 hr. PR: Students in Honors Program and Consent by the Honors director. Independent reading, study, or research

Option #1	CHILD DEVELOPMENT AND FAMILY STUDIES (4562) PRE-SCHOOL EDUCATION, BIRTH Through 5/Pre-Kindergarten (H039) WITH ADDITIONAL ENDORSEMENT IN PRE-K - K SPECIAL NEEDS (H105) Department of Learning Sciences and Human Development College of Education and Human Services		7/6/16 A.E.R.
<u>GENERAL EDUCATION FOUNDATIONS</u>		<u>CHILD DEVELOPMENT & FAMILY STUDIES REQUIREMENTS</u>	<u>Total</u> 37 Credits
GEF F1: Composition & Rhetoric <i>3-6 credits</i> ENGL 101 Composition & Rhetoric ENGL 102 Composition & Rhetoric ENGL 103 27 ACT/640 SAT.	(3) ___ (3) ___ (3) ___	CDFS 101 Intro to CDFS CDFS 110 Fam. Across Life Span. CDFS 112 Intro to Marriage & Fam. CDFS 210 Intro to Parenting CDFS 211 Infant Develop. (Spring Only; PR for 491A) CDFS 212 Early Childhood Development CDFS 250 Research Methods ¹ CDFS 316 Nursery School Practicum (PR for 491) CDFS 413 Contemporary Issues in Fam Relation . . . CDFS 431 Infant Toddler Literacy OR CDFS 432 Infant Toddler Socio-Emotion	(1) ___ (3) ___ (3) ___ (3) ___ (3) ___ (4) ___ (3) ___ (3) ___ (3) ___
GEF F2A & F2B: Science & Technology <i>Two 3 Credit OR one 4 credit</i> 	(3) ___ (3) ___ (4) ___	<u>INTERNSHIPS: Signatures required</u> CDFS 491 Nursery School (Must take CDFS 316 before taking 491) CDFS 491A Infant/Toddler in Community (take CDFS 211 before taking 491A) SPED 419 Internship: Preschool Special Needs (Must have PRAXIS II passed)	(6) ___ (3) ___ (6) ___
<p style="text-align: center;">OR</p> GEF F3: Mathematics & Quantitative Skills 3 <i>credits</i> MATH 121 or higher GEF F4: Society & Connections <i>3 credits</i> CDFS 110 Families Across the Life-Span	 (3) ___ (3) ___ (3) ___	<u>ADDITIONAL REQUIREMENTS</u> CDFS 293 Health & Safety RDNG 423 SPTP: Literacy Young Children CDFS 430 Best Pract.-Pre-K Movement SPED 311 Dev. Assess. Young Child. w/Spec. Needs. SPED 312 Diff. Instr: Spec Ed (Must have Core Academic Skills for Educators passed before 312) SPED 304 SPED in Contemporary Society SPED 314 Center-Based Program for E. Intervention SPED 315 Home-Based Program for E. Intervention SPED 316 Behav.Supp. - Young Child. w/ Spec Needs SPED 317 Technology for Young Children C & I 410 Early Childhood Education I (Curriculum) C & I 411 Early Childhood Education II (Admin) C & I 414 Creative Exper. In Classroom OR ART 103 OR Music 182	<u>Total</u> (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___
GEF F5: Human Inquiry & the Past <i>3 credits</i> GEF F6: The Arts and Creativity <i>3 credits</i> GEF F7: Global Studies & Diversity <i>3 credits</i> GEF F8: Focus <i>9 credits</i> 	(3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___ (3) ___	The Business of Child Care & Education	Total 6 Credits

		<p>Director's Credential: Choose a minimum of 2 courses below OR consider taking all 4 courses that constitute the Director's Credential curriculum.</p> <p><i>CDFS 420 (SS web) Art of Leadership in ECHE</i> (3) ___</p> <p><i>CDFS 421 (SS web) Child Care Center Administration</i> (3) ___</p> <p><i>CDFS 422 (SS web) Business of Child Care</i> (3) ___</p> <p><i>CDFS 423 (SS web) Grant Writing</i> (1) ___</p> <p>OR (not included in Director's Credentials)</p> <p>BUSA 320 (FSS campus or web) Survey of Management (3) ___</p> <p>BUSA 330 (SSS campus or web) Survey of Marketing. (3) ___</p> <p>¹: Must be taken in 2nd year; prerequisite for 400-level courses</p> <p><i>CDFS courses listed in italics are offered EXCLUSIVELY online</i></p> <p>Approximately 7-10 additional elective credits are needed.</p> <p>Minimum Total Credits Required for Graduation - 120</p>	
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**Option # 1 CHILD DEVELOPMENT AND FAMILY STUDIES (4562)
PRE-SCHOOL EDUCATION, BIRTH THROUGH AGE 5 (H039)
WITH ADDITIONAL ENDORSEMENT IN PRE-SCHOOL SPECIAL NEEDS PRE-K-K (H105)
Tentative Schedule of Courses through the Senior Year**

First Year		Second Year	
Courses	Credits	Courses	Credits
CDFS 101	1	3-CREDIT SCIENCE or GEF	3
CDFS 110	3	CDFS 250	3
CDFS 112	3	CDFS 210	3
CDFS 211	4	CDFS 212	3
CDFS 293	3	CDFS 430	3
ENGL 101(OR ENGLISH 103)	3	ENGL 102	3
MATH 121	3	SPED 304	3
SCIENCE w/LAB or 3-credit SCIENCE	3 OR 4	SPED 311	3
Courses to fulfill GEF	6	SPED 312	3
		SPED 317	3
Total	29	Total	30

Third Year Fall		Third Year Spring	
Courses	Credits	Courses	Credits
CDFS 316 or C&I 414 or Art 103 or Music 182	3	C&I 414 or Art 103 or Music 182 or CDFS 316	3
CDFS 491A	3	RDNG 423	3
C&I 410 & C&I 411	6	SPED 316	3
SPED 314	3	SPED 315	3
		Course to fulfill remaining GEF	3
Total	15	Total	15

Fourth Year Fall		Fourth Year Spring	
Courses	Credits	Courses	Credits
CDFS 491 (Nursery School Capstone) or SPED 419 Internship (6 Hrs)	6	CDFS 491 (Nursery School Capstone) or SPED 419 Internship (6 Hrs)	6
CDFS 432	3	CDFS 413	3
CDFS 420, 421, or 422 (SS only) or BUSA Course	3	CDFS 431	3
ELECTIVE	4	CDFS 420, 421, or 422 (SS only) or BUSA Course	3
Total	16	Total	15

*Director's Credential are all online, summer courses

Option # 2	CHILD DEVELOPMENT AND FAMILY STUDIES (4562) PRE-SCHOOL EDUCATION, Birth Through Five/PreKindergarten (H039) Department of Learning Sciences and Human Development College of Education and Human Services		7/6/16 A.E.R.
GENERAL EDUCATION FOUNDATIONS		CHILD DEVELOPMENT & FAMILY STUDIES REQUIREMENTS	Total 38 Credits
GEF F1: Composition & Rhetoric 3-6 credits ENGL 101 Composition & Rhetoric ENGL 102 Composition & Rhetoric ENGL 103 27 ACT/640 SAT	(3) ____ (3) ____ (3) ____	CDFS 101: Introduction to CDFS CDFS 110 Fam. Across Life Span CDFS 112 Intro to Marriage & Fam..... CDFS 210 Intro to Parenting CDFS 211 Infant Develop. (Spring Only; PR for 491A) CDFS 212 Early Childhood Development CDFS 250 Research Methods ¹ CDFS 316 Nursery School Practicum (PR for 491) CDFS 413 Contemporary Issues in Fam Relation . . . <i>CDFS 431 Infant Toddler Literacy</i> OR <i>CDFS 432 Infant Toddler Socio-Emotion (Fall & Summer only)</i>	(1) ____ (3) ____ (3) ____ (3) ____ (4) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____
GEF F2A & F2B: Science & Technology Two 3 Credit OR one 4 credit _____ _____ OR _____	(3) ____ (3) ____ (4) ____	INTERNSHIPS: Signatures required CDFS 491 Nursery School (Must take CDFS 316 before taking 491) CDFS 491A Infant/Toddler in Community (take CDFS 211 before taking 491A)	(6) ____ (3) ____
GEF F3: Mathematics & Quantitative Skills 3 credits MATH 121 or higher _____ GEF F4: Society & Connections 3 credits CDFS 110 Families Across the Life-Span GEF F5: Human Inquiry & the Past 3 credits _____	(3) ____ (3) ____ (3) ____	ADDITIONAL REQUIREMENTS CDFS 293 Health & Safety RDNG 423 SPTP: Literacy Young Children <i>CDFS 430 Best Pract.-Pre-K Movement</i> SPED 304 SPED in Contemporary SPED 312 Diff. Instr: Spec Ed (Must have Core Academic Skills for Educators passed before 312) SPED 317 Technology for Young Children. C & I 410 Early Childhood Education I (Curriculum) C & I 411 Early Childhood Education II (Admin). C & I 414 Creative Exper. In Classroom OR ART 103 OR Music 182	Total 24 Credits (3) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____
GEF F6: The Arts and Creativity 3 credits _____	(3) ____	The Business of Child Care & Education Total 6 Credits	
GEF F7: Global Studies & Diversity 3 credits _____ GEF F8: Focus 9 credits _____ _____ _____ _____	(3) ____ (3) ____ (3) ____ (3) ____	Director's Credential: Choose a minimum of 2 courses below OR consider taking all 4 courses that constitute the Director's Credential curriculum. <i>CDFS 420 (SS web) Art of Leadership in ECHE</i> <i>CDFS 421 (SS web) Child Care Center Administration</i> <i>CDFS 422 (SS web) Business of Child Care</i> <i>CDFS 423 (SS web) Grant Writing</i> OR (not included in Director's Credentials) BUSA 320 (FSS campus or web) Survey of Management BUSA 330 (SSS campus or web) Survey of Marketing. Approximately 20-22 additional elective credits are needed. Minimum Total Credits Required for Graduation - 120 ¹ : Must be taken in 2 nd year; prerequisite for 400-level courses <i>CDFS courses listed in italics are offered EXCLUSIVELY online</i>	(3) ____ (3) ____ (3) ____ (3) ____ (1) ____ (3) ____ (3) ____

**CHILD DEVELOPMENT AND FAMILY STUDIES (4562)
PRE-SCHOOL EDUCATION, BIRTH THROUGH AGE 5 (H039)
Tentative Schedule of Courses Through the Senior Year**

First Year		Second Year	
Courses	Credits	Courses	Credits
CDFS 101	1	3-CREDIT SCIENCE or GEF	3
CDFS 110	3	CDFS 250	3
CDFS 112	3	CDFS 211	4
CDFS 230	3	CDFS 212	3
CDFS 210	3	CDFS 430	3
ENGL 101 (OR ENGLISH 103)	3	ENGL 102	3
MATH 121 OR HIGHER	3	SPED 304	3
SCIENCE w/LAB or 3-credit SCIENCE	3 OR 4	SPED 312	3
Courses to fulfill GEF		Elective + course to fulfill GEF	6-9
	6		
Total	28-29	Total	28-34

Third Year Fall		Third Year Spring	
Courses	Credits	Courses	Credits
CDFS 316 or one of these: (C&I 414 or Art 103 or Music 182)	3	CDFS 316 or one of these: (C&I 414 or Art 103 or Music 182)	3
CDFS 491A or RDNG 423	3	RDNG 423 or 491A	3
C&I 410, 411	6	SPED 317	3
CDFS 422 or BUSA Course	3	CDFS 422 or BUSA Course	3
		Elective or Course to fulfill remaining GEF	3
Total	15	Total	15

Fourth Year Fall		Fourth Year Spring	
Courses	Credits	Courses	Credits
CDFS 491 (Nursery School Capstone) or Elective	6	CDFS 413	3
CDFS 432	3	CDFS 431	3
Elective or Course to fulfill extra GEF	6	CDFS 491 (Nursery School Capstone) or Electives	6
		Elective	4
Total	15	Total	16

*Director's Credential courses are all online in the summer

Option # 3	CHILD DEVELOPMENT AND FAMILY STUDIES (4562) CHILD DEVELOPMENT (NON-Certified) (H025) Department of Learning Sciences and Human Development College of Education and Human Services		7/6/16 A.E.R.
GENERAL EDUCATION FOUNDATIONS		CHILD DEVELOPMENT & FAMILY STUDIES REQUIREMENTS	Total 34 Credits
GEF F1: Composition & Rhetoric 3-6 credits ENGL 101 Composition & Rhetoric ENGL 102 Composition & Rhetoric ENGL 103 27 ACT/640 SAT	(3) ____ (3) ____ (3) ____	CDFS 101 Introduction to CDFS CDFS 110 Fam. Across Life Span (obj. 4) CDFS 112 Intro to Marriage & Fam. (obj. 7) CDFS 210 Intro to Parenting CDFS 211 Infant Develop. (Spring Only; PR for 491A) CDFS 212 Early Childhood Development CDFS 250 Research Methods ¹ CDFS 316 Nursery School Practicum (PR for 491) CDFS 413 Contemporary Issues in Fam Relation . . . <i>CDFS 431 Infant Toddler Literacy</i> OR <i>CDFS 432 Infant Toddler Socio-Emotion (Fall & Summer Only)</i>	(1) ____ (3) ____ (3) ____ (3) ____ (4) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____
GEF F2A & F2B: Science & Technology Two 3 Credit <i>OR</i> one 4 credit _____ _____ OR _____	(3) ____ (3) ____ (4) ____	INTERNSHIPS: Signatures required CDFS 491 Nursery School (Must take CDFS 316 before taking 491) CDFS 491A Infant/Toddler in Community (take CDFS 211 before taking 491A)	(6) ____ (3) ____
GEF F3: Mathematics & Quantitative Skills 3 credits MATH 121 or higher _____ GEF F4: Society & Connections 3 credits CDFS 110 Families Across the Life-Span _____ GEF F5: Human Inquiry & the Past 3 credits _____	(3) ____ (3) ____ (3) ____	ADDITIONAL REQUIREMENTS CDFS 293 Health & Safety RDNG 423 SPTP: Literacy Young Children <i>CDFS 430 Best Pract.-Pre-K Movement</i> CDFS 304 SPED in Contemporary Society One of these: SPED 311, 312 or 317 (Must have PRAXIS Core Academic Skills for Educators passed before 312) C & I 410 Early Childhood Education I (Curriculum) . C & I 411 Early Childhood Education II (Admin). . . . C & I 414 Creative Exper. In Classroom or Art 103 Materials & Procedures. . . . or Music 182 Music in Elem. Schools	Total 20 Credits (3) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____ (3) ____
GEF F6: The Arts and Creativity 3 credits _____	(3) ____	The Business of Child Care & Education	Total 6 Credits
GEF F7: Global Studies & Diversity 3 credits _____ GEF F8: Focus 9 credits _____ _____ _____ _____	(3) ____ (3) ____ (3) ____ (3) ____	Director's Credential: Choose a minimum of 2 courses below OR consider taking all 4 courses that constitute the Director's Credential curriculum. <i>CDFS 420 (SS web) Art of Leadership in ECHE</i> <i>CDFS 421 (SS web) Child Care Center Administration</i> <i>CDFS 422 (SS web) Business of Child Care</i> <i>CDFS 423 (SS web) Grant Writing</i> OR (not included in Director's Credentials) BUSA 320 (FSS campus or web) Survey of Management BUSA 330 (SSS campus or web) Survey of Marketing. Approximately 10-21 additional elective credits are needed. ¹ : Must be taken in 2 nd year; prerequisite for 400-level courses <i>CDFS courses listed in italics are offered EXCLUSIVELY online</i>	(3) ____ (3) ____ (3) ____ (1) ____ (3) ____ (3) ____

**CHILD DEVELOPMENT AND FAMILY STUDIES (4562)
CHILD DEVELOPMENT – NON CERTIFICATION (H025)
Tentative Schedule of Courses Through the Senior Year**

First Year		Second Year	
Courses	Credits	Courses	Credits
CDFS 101	1	3-CREDIT SCIENCE or GEF	3
CDFS 110	3	CDFS 250	3
CDFS 112	3	CDFS 211	4
CDFS 293	3	CDFS 210	3
ENGL 101 (OR ENGLISH 103)	3	CDFS 212	3
MATH 121	3	CDFS 430	3
SCIENCE w/LAB or 3-CREDIT SCIENCE	3 or 4	ENGL 102	3
Courses to fulfill GEF	9	SPED 304	3
		SPED 312- <i>must have passed PRAXIS CORE</i>	3
		Courses to fulfill GEF	3
Total	28-29	Total	31

Third Year Fall		Third Year Spring	
Courses	Credits	Courses	Credits
CDFS 316 or one of these: (C&I 414 or Art 103 or Music 182)	3	CDFS 316 or one of these: (C&I 414 or Art 103 or Music 182)	3
CDFS 491A or RDNG 423	3	RDNG 423 or CDFS 491A	3
C&I 410, 411	6	SPED 317	3
CDFS 422 or BUSA Course	3	CDFS 422 or BUSA Course	3
		Course to fulfill remaining GEF	3
Total	15	Total	15

Fourth Year Fall		Fourth Year Spring	
Courses	Credits	Courses	Credits
CDFS 491 (Nrsry Sch Capstone) or 2 ELECTIVES	6	CDFS 413	3
ELECTIVE	3	CDFS 431	3
CDFS 432	3	CDFS 491 (Nursery School Capstone) or Elective	3
Course to fulfill remaining GEF	3	Course to fulfill remaining GEF	3
		ELECTIVE	3
Total	15	Total	15

*Director's Credential courses are all online in the summer

Option F&Y	CHILD DEVELOPMENT AND FAMILY STUDIES (4562) FAMILY AND YOUTH STUDIES (HO93) Department of Learning Sciences and Human Development College of Education and Human Services		7/6/16 A.E.R.
GENERAL EDUCATION FOUNDATIONS <i>See Reverse Side for Suggestions</i>	CHILD DEVELOPMENT & FAMILY STUDIES REQUIREMENTS		Total 30 Credits
GEF F1: Composition & Rhetoric <i>3-6 credits</i> ENGL 101 Composition & Rhetoric (3) ____ ENGL 102 Composition & Rhetoric (3) ____ ENGL 103 27 ACT/640 SAT. (3) ____	CDFS 101 Intro to CDFS (1) ____ CDFS 110 Fam. Across Life Span (3) ____ CDFS 112 Intro to Marriage & Families (3) ____ CDFS 210 Intro to Parenting (3) ____ CDFS 212 Early Childhood Development (3) ____ CDFS 250 Research Methods ¹ (3) ____ CDFS 412 Adolescent Development (3) ____ CDFS 413 Contemporary Issues in Fam Relation (3) ____ CDFS 414 Adolescent Problems/Disorders (3) ____ CDFS 415 Fam Interact. & Comm.(Capstone) (3) ____		
GEF F2A & F2B: Science & Technology <i>Two 3 Credit OR one 4 credit</i> _____ (3) ____ _____ (3) ____ OR _____ (4) ____	INTERNSHIPS: Signatures required CDFS 491A Community Internship. (3) ____ CDFS 491A Community Internship. (3) ____ ADDITIONAL REQUIREMENTS AGEE 220 Grp Organize/Leadership (3) ____ BIOL 122 Human Sexuality (3) ____ CHPR 170 Health of the Individual (3) ____ COMM 112 Small Group Comm (3) ____ HN&F 171 Intro to Nutrition. (3) ____ SOCA 303 Juvenile Delinquency. (3) ____ SOWK 105 Social Welfare Insti. (3) ____ SPA 270 Pub Speaking (3) ____ SPED 304 Survey of Special Education (3) ____ WGST 170 Intro to Women's & Gender Studies . (3) ____ PSYC 101 Introduction to Psychology (3) ____		Total 33 Credits
GEF F3: Mathematics & Quantitative Skills 3 <i>credits</i> MATH 121 or higher (3) ____ _____ GEF F4: Society & Connections <i>3 credits</i> CDFS 110 Families Across the Life-Span (3) ____ _____ GEF F5: Human Inquiry & the Past <i>3 credits</i> _____	Possible Electives AGEE 440 Principles of Coop Ext... (2) ____ COMM 105 Intro to Mass Media (3) ____ COMM 122 Human Comm-Contemp Soc . (3) ____ COMM 212 Gender and Comm. . (3) ____ CS 101 Computer Applications (4) ____ ENGL 405 Fiction for Adolescents (3) ____ GERO 212 Intro to Gerontology (3) ____ ASP 220 Intro Africana Studies (3) ____ NAS 200 Intro to Native American Studies (3) ____ PET (developing skills in teaching PE) (3) ____ PSYC 231 Leadership & Human Relations (3) ____ RPTR 143 Leisure & Human Behavior (3) ____ SOCA 221 Families & Society (3) ____ SOCA 223 Death & Dying (3) ____ SOCA 240 Intro to Soc of Appalachia (3) ____ SOWK 151 Intro to Social Work (3) ____ THET 102 Acting (3) ____ THET 461 Creative Dramatics (3) ____		Approx. 13 Credits
¹ : Must be taken in 2 nd year; prerequisite for 400-level courses Total Credits Required for Graduation - 120			

CHILD DEVELOPMENT AND FAMILY STUDIES (4562)

FAMILY AND YOUTH (H093)

Tentative Schedule of Courses Through the Senior Year

General Education Curriculum (GEC) Between 41 and 43 credits required

First year	
	Credits
SCIENCE w/LAB or 3-CREDIT SCIENCE	4
CDFS 101	1
CDFS 110,112	6
COMM 100 & 102	3
ENG 101	3
MATH 121	3
PSYCH 101	3
SOC 101	3
ELECTIVE	4
Total	30

Second year	
	Credits
3-CREDIT SCIENCE or GEF	3
CDFS 210	3
CDFS 250	3
CHPR 170	3
ENG 102	3
SPA 270	3
WGST 170	3
ELECTIVE	3
Courses to fulfill GEF	6
Total	30

Third Year	
	Credits
AGEE 220	3
BIOL 122	3
CDFS 212	3
COMM 112	3
HN&F 171	3
SOWK 105	3
SPED 304	3
ELECTIVE	3
Courses to fulfill GEF2	6
Total	30

Fourth Year	
	Credits
CDFS 412	3
CDFS 413	3
CDFS 415	3
CDFS 491A	3
CDFS 491A	3
CDFS 414	3
SOCA 303	3
ELECTIVES	9
Total	30

Minimum Credits Required for Graduation 120

Academic Minors and Certificate Programs

Procedures for Declaring and Completing an Academic Minor

The following steps should be followed to assure that completion of a formal minor is appropriately recognized and posted to the student's transcript.

1. A **student** interested in completing a minor (or minors) formally **declares the intent** to do so with his/her academic advisor.
2. The student works with her/his major advisor to incorporate minor requirements in their schedule. Students are welcome to consult with advisors in the minor department. Students who wish to complete a minor in Women's and Gender Studies must work with an advisor from that program.
3. When completing the "**Application for Graduation and Diploma,**" the **student** indicates the minor(s) for which certification is requested.

Requirements for a Minor

Requirements for academic minors are set by the department offering the minor. Substitutions may not be made without written approval of the minor department. *Courses in the minor may not be taken pass/fail.* A student may not complete a minor in her/his major field. The student must earn a "C" or better in a course for it to count toward the minor.

Suggested Minors:

Communication Studies: Students may elect to complete a 15-credit-hour minor in the field of communication studies. Requirements are: six hours from Group A: COMM 100 + 102, 103,104, 105, 112, or 122); six hours from Group B: COMM 306, and 316: and one additional 3 credit 300 or 400 level course (excluding COMM 490).* A 300 or 400 level COMM course may be substituted for one 100 level course in category A. A cumulative GPA of 2.0 across courses counted toward the minor is required. **Minor Code: U001**

Sociology: 18 credit hours, including SOCA 101 (3 hours) and 15 additional hours, nine of which must be 300-level or higher, in sociology and selected criminology courses. The following courses may be used to fulfill requirements: SOCA 207, 221, 223, 225, 232, 233,234,235,238,302,304, 318, 320, 322, 323, 331, 333, 337, 360, 405, 407, 457, and 463. In addition, These Sociology courses may be counted toward minor requirements: SOCA 293, 393, and 493. If a Special Topic course does not contain "sociology" in the title, consult the approved course list on the current students section of the Division website to verify its status as a sociology course. An overall GPA of at least 2.0 in courses counted toward the minor is required. **Minor Code: U033**

Women's and Gender Studies: Any student admitted to an undergraduate degree program at WVU may earn a minor in Women's and Gender Studies. Students are advised to design an individualized minor and may choose to focus on an area of concentration such as feminist thought or women's health and sexuality. A grade point average of 2.75 in **15 hours** of coursework is required for the minor. Students must take six hours of **WGST 170, WGST 330 or WGST 484, and 9 additional hours in Women's and Gender Studies** courses or approved departmental primary courses with at least nine hours in upper-division courses. The **9** additional hours may include no more than six hours with any one prefix (WGST courses excepted), no more than one course in the student's major, and no more

than three hours of independent study or field experience. Students are required to register with the Center for Women's and Gender prior to enrolling in the minor.

Application forms and more information about the Women's and Gender Studies curriculum may be obtained from the WVU Center for Women's and Gender Studies, 209 Knapp Hall, Morgantown, WV 26506-6450. Telephone (304) 293-2339, ext. 1155. E-mail: wgst@mail.wvu.edu. Online at: <http://womensgenderstudies.wvu.edu/> . **Minor Code: U111**

Other Minors to Consider:

Foreign Languages: e.g., Spanish
Anthropology (U032)
Sociology (U033)
Leadership Studies (U065)

Choosing and Pursuing a Certificate Program

Certificate programs that can be integrated with Child Development and Family Studies are described here. If you have an interest in pursuing one of these certificates, discuss it with your academic advisor. The courses that are required may be included in the electives that you choose.

Infant and Toddler Certificate – Child Development and Family Studies

The certificate in Infant and Toddler Education can be completed with the addition of two courses. This certificate will prepare students to work with infants and toddlers in Early Head Start, Child Care Centers and other early childhood programs.

The following WVU on-line and classroom courses must be taken, and students must earn a "C" or better:

CDFS 110 Families across the Lifespan
CDFS 211 Infant Development
CDFS 430 Best Practices in Pre-K Movement
CDFS 431 Infant Toddler Language/Literacy
CDFS 432 Early Socio-Emotional Growth
CDFS 491A Professional Field Experience (Community Internship)

Total 19 hours

Please contact Bobbie Warash for more information at bwarash@mail.wvu.edu or Nancy Wolfe-Dilgard at nancy.wolfe-dilgard@mail.wvu.edu .

Early Childhood Development Certificate – Child Development and Family Studies

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. It is a free standing certificate, meaning that anyone can enroll without prior college course work or a degree. It will be reflected on their transcript and the department will issue the student a certificate. The certificate program is not attached to any 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.

The following WVU on-line and classroom courses must be taken, and students must earn a “C” or better:

CDFS 110. Families across the Life-Span.
CDFS 212. Early Childhood Development.
CDFS 316. Child Development Practicum.
CDFS 430 Best Practices in PreK Movement
CDFS 491A Professional Field Experience (Community Internship)

Total 15 hours

Please contact Bobbie Warash for more information at bwarash@mail.wvu.edu or Nancy Wolfe-Dilgard at nancy.wolfe-dilgard@mail.wvu.edu .

Director's Credential

Students must have a Bachelor of Science (or advanced degree) in Family and Consumer Sciences, in Child Development or Birth-Pre-K, or a Regent Bachelor of Arts Degree with an Area of Emphasis (AoE) in Child Development or Early Childhood Education.

The following courses must be taken on-line during the summer, and students must earn a "C" or better:

:

CDFS 420 The Art of Leadership and Professionalism in Child Care—3 hours

CDFS 421 Developing and Administering a Child Care Center—3 hours

CDFS 422 Business of Child Care—3 hours

CDFS 423 External Funding for Preschool Programs –1 hour

Total: 10 hours

Please contact Bobbie Warash for more information at bwarash@mail.wvu.edu or Nancy Wolfe-Dilgard at nancy.wolfe-dilgard@mail.wvu.edu .

Application for the Early Childhood Director's Credential

To earn the Director's Credential you must have a baccalaureate or advanced degree in Child Development (Family and Consumer Sciences), Birth to Pre-K Certification, Early Childhood Education and successfully passed (C or Better) the following courses:

CDFS 420 The Art of Leadership –Early Childhood

CDFS 421 Child Care Center Administration or Small Business Entrepreneurship

CDFS 422 Business of Child Care

CDFS 423 External Funding for Early Childhood Programs

Upon Completion fill out the form below and attach with an official transcript.

Name (how you want it to appear on the credential)

Address to mail certificate

Date _____

You will receive your credential in the mail.

Mail your application to:

**Bobbie Gibson Warash, Ed.D
507 E Allen Hall
Child Development and Family Studies
PO Box 6122
West Virginia University
Morgantown, WV 26506-6122**

Undergraduate Certificate in Gerontology

The Undergraduate Certificate in Gerontology is pursued concurrently with any undergraduate major. The certificate affords students an opportunity to explore the basic biological, psychological, and sociological processes of aging, their effect on the needs of older people, and the impact of social policies related to human aging. Additionally, through a required field experience, students develop basic skills for effective practice with older adults. An understanding of the unique problems and needs of older adults in Appalachia and other rural areas is emphasized. The Certificate program requires 18 credits. Nine credit hours are in required courses and the remaining 9 credit hours may be chosen from a range of electives. Many courses are available online.

For more information visit <http://socialwork.wvu.edu/certificate-programs/graduate-certificate-in-gerontology>

Undergraduate Certificate Program in Disability Studies – Center for Excellence in Disabilities

Students will also have the opportunity to gain leadership and management skills that prepare them to enter the workforce with increased professional independence. The certificate program exposes students to social justice issues, Appalachian concerns, principles of practice, and cultural diversity while developing their expertise in rural practice environments. As part of the certificate program, students have the opportunity to observe clinics that serve those with disabilities and their families.

The Certificate Program at the **undergraduate level** consists of 19 credit hours divided into three major components:

1. Six hours are obtained from two, 3-credit hour "core" courses that focus solely on disabilities: DISB 380 *Disabilities and the Family* and DISB 385 *Disability and Society*.
2. Twelve hours are by arrangement with the student, the student's major advisor, and course instructors for required courses and electives in the student's own major field of study. No more than 9 hours can come from a single course prefix area. Within the non-core courses a project, clinical experience, or research that relates the student's major area of study to persons with disabilities is required. **A minimum of B- is required in all course work a student wishes to apply toward the Certificate.**
3. A final capstone experience (DISB 486) results in a portfolio and final essay documenting the growth of the student in Disability Studies that is presented to members of the Interdisciplinary Certificate Committee. (1 hour credit).

For more information and to register for the program, please contact:

Dr. Barbara Ludlow at Barbara.Ludlow @mail.wvu.edu; (304) 293-3835