

B.A. in CHILD AND FAMILY STUDIES - CHILD DEVELOPMENT CONCENTRATION

(32 credits required for graduation with a minimum cumulative GPA of 2.00)

NOTE: This guide is not meant to replace the degree audit; it is subject to change and represents actions approved by Faculty to date. Students are encouraged to run their degree audit at the end of each term of enrollment. Please refer often to the *2020-2021 Online Catalog & Student Handbook* <http://catalog.berea.edu/en/current/catalog>), which will be updated with the most current information.

GENERAL EDUCATION PROGRAM

No single transfer course can meet more than one General Education requirement.

Core Courses

(Developmental math courses may be waived on basis of test scores.)

MAT 010 Pre-Algebra
MAT 011 Elementary Algebra
MAT 012 Elementary Algebra II

GSTR 110 Writing Seminar I: Critical Thinking in the Liberal Arts (Transfer students may waive if College Composition was taken as a degree-seeking student at another college and earned a grade of B or higher.)

GSTR 210 Writing Seminar II: Identity and Diversity in the U.S.

GSTR 310 Understandings of Christianity

GSTR 410 Seminar-Contemporary Global Issues

Scientific Knowledge and Inquiry

GSTR 332 Scientific Origins **OR**

Two (2) approved science courses, from two different disciplines, one of which must be an approved lab course. The following courses have been approved to meet this requirement: ANR 110, BIO 100, 101, 110, CHM 113, 131, PHY 111, 127, 221

Wellness & Fitness

WELL 101 Principles of Wellness I

WELL 102 Principles of Wellness II

Two (2) ¼-credit HHP activity courses (HHP 200 will satisfy both the SWIM requirement and one of the activity course requirements)

Practical Reasoning (PR & PRQ)

Two (2) courses, at least one firmly grounded in math or statistics (PRQ); the other can be an approved practical reasoning (PR) course or another PRQ course.

Perspectives (Six areas required)

One (1) course in **each** of the six areas is required. Individual courses may be approved to satisfy more than one perspective, but no single course may satisfy more than two perspective areas.

- 1) Arts
- 2) Social Science
- 3) Western History
- 4) Religion

5) African American/Appalachian/Women

6) International (choose one option):

A) Two (2) courses in the same non-English language, one of which may be waived through testing; **OR**

B) Two (2) world culture courses, one of which must be grounded in a non-western culture

Active Learning Experience

An approved experience, taken for credit or non-credit (e.g. internships, undergraduate research experiences).

MAJOR COURSES

A minimum GPA of 2.0 in the major is required for graduation.

Core Courses

CFS 130 Lifespan Human Development

CFS 145 Consumer Decision Making

CFS/WGS 207 Family Relations

CFS 221 Fundamentals of Nutrition

Capstone Courses

CFS 441 Family Resource Mgmt.

CFS 480: Senior Research Seminar

Distribution Courses (Four total credits, one of which **MUST** be CFS 313, 315, or 356)

CFS 210 Foundations of Early Childhood Education

CFS 245 Community Resources for Families

CFS 313 Infancy & Early Childhood

CFS 315 Middle Childhood & Adolescence

CFS 317 Family-Child Professional Interactions

CFS 353 Childhood and Guidance

CFS 356 Variations in Young Children's Development

CFS/SOC 360 Early Childhood Curr/Methods/Materials

CFS 380 Methods of Instructional Delivery

CFS 186/286/386/486 Special Topics

CFS 395/495 Internship

(For special topics and internship courses, only one credit shall count toward a major concentration requirement. For students with a dual concentration within the department, one CFS 386/486 and/or one CFS 395/495 shall count toward only one area of concentration. If the student chooses to complete two of these courses, counting one toward each area of concentration, the two courses must be judged qualitatively different by the department.)

ELECTIVES

20 credits outside the major

Recommended Electives:

HLT 222 Health & Movement for the Young Child

PSY 213 Child Psychopathology

NOTES: Majors also must satisfy departmental standards for effectiveness in written and oral communication. The department also recommends that students in this concentration acquire a minimum of 100 hours of approved direct contact with children. (See Proficiency Requirements in the *Catalog & Student Handbook*.)

Child & Family Studies Student Learning Outcomes

The following Child & Family Studies' Student Learning Outcomes are aligned with the principles of the professional organizations related to the field of Child & Family Studies:

Academy of Nutrition and Dietetics (AND)

American Association of Family Consumer Science (AAFCS)

Child Life Council (CLC)

National Association for the Education of Young Children (NAEYC)

National Council on Family Relations (NCFR)

Upon successful completion of the major in Child & Family Studies, student will:

Demonstrate knowledge of the historical and current context of the field and the specialized areas within the profession including but not limited to: nutrition and food studies; child development; early childhood education; adolescent development, adult development; family development; family relations; family and consumer science; personal and family finance; housing and design; community needs; advocacy for children and families; and other dimensions of personal and group well-being.

Learn and practice the ethical principles of the field as established by the learned professional organizations in the field: AND, AAFCS, CLC, NAEYC, and NCFR

Recognize, respect, and value individual, family, and societal diversity.

Demonstrate methods that can be used to support, enhance, and improve the lives of children, adolescents, adults, families, and communities in this 21st century global society.

Analyze, critique, develop, implement and/or assess practices, policies, and services that support the well-being of children, adolescents, adults, families, consumers, and communities.

6. Develop skills for becoming advocates for the improvement of the lives of children, adolescents, adults, and families in a variety of situations.

Develop critical thinking/scientific reasoning skills and use them to evaluate diverse approaches for determining alternative solutions to professional issues.

Interpret and evaluate research terminology, statistical information, and research studies as well as develop an original research study that involves designing an

appropriate study, developing the research questions, analyzing, evaluating, interpreting results, and applying findings to relevant professional issues.

Elaborate on importance of the principles of collaboration and partnerships needed in working with children, adolescents, adults, families, communities, and in the work place and where possible, implement and practice these principles.

Demonstrate applied professional and career skills appropriate to the field in the different areas of communications: active listening, speaking, writing, researching, and appropriate use of technology.