

# CHILD AND FAMILY STUDIES MAJOR

Students in the Child and Family Studies major balance theory and practice when working with children and adolescents. Most education courses provide students with the opportunity to link theory with practice through field experiences in local schools and other contexts relevant to childhood studies.

*The traditional undergraduate programs include 40 courses distributed across three components: A General Education component divided into Signature Courses, Variable Courses, and an Integrative Learning requirement; a Major and Divisional component; and Free Electives. In addition to course requirements as specified in each area, students must complete one certified course in each of the following overlay areas:*

1. Diversity, Globalization or Non-western Area Studies,
2. Ethics Intensive, and
3. Writing Intensive. Overlay requirements are part of the forty-course requirement.

## General Education Signature Courses

See this page about Signature courses (<https://academiccatalog.sju.edu/curricula/#signature>). Six courses

## General Education Variable Courses

See this page about Variable courses (<https://academiccatalog.sju.edu/curricula/#variable>). Six to Nine courses

## General Education Overlays

See this page about Overlays (<https://academiccatalog.sju.edu/curricula/#overlay>).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (<https://academiccatalog.sju.edu/curricula/#integrative-learning>). Three courses:

Code	Title	Hours
HIS 201	U.S. History to 1877	3
or HIS 202	U.S. History since 1865	
EDU 246	Language and Culture w/ Field	3
SPE 160	Intro to Special Education	3

Code	Title	Hours
<b>Core Courses:</b>		
EDU 150	Schools in Society w/ Field (FYS)	
EDU 151	Cognition & Learning w/ Field	
EDU 246	Language and Culture w/ Field	
EDU 121	Child Development	
SPE 379	Fam School & Comm:Diverse Soc	
SPE 160	Intro to Special Education	
EDU 370	Special Topics in Education (Capstone Course)	

**Area Studies:** 18  
 Learning & Instruction Focus:

EDU 155	Found of Early Child w/ Field
EDU 231	Assessment and Evaluation
EDU 232	Literacy/Literature I w/ Field
EDU 242	Tech Enhan Curr & Inst w/Field
EDU 241	Soc/Emo Dev/Lrn: Erly Chld
EDU 471	Writing in the Classroom

Special Education Focus:

SPE 205	Inclusive Classrooms w/ Field
SPE 339	Educ Stds w/Low Incid Disabil
SPE 369	Ed Stds w/Emot-Social Beh Disb

Health Focus:

HSC 110	Intro Health Prof Practice
HSC 248	Health of School Aged Children
HSC 253	Nutrition: Health & Disease
HSC 331	Health Sciences Research

**Electives: EDU courses in the Teacher Education Reading Specialist Program or ESL program may be considered in consultation with the Chair of Teacher Education. Courses outside EDU, SPE and IHS may also be considered in consultation with the Chair of Teacher Education.** 24

**Total Hours** 63

## Learning Goals and Objectives (INTASC Adapted)

Standard #1: Young Children’s Development. The practitioner understands how young children grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The practitioner uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each young child to meet high standards.

Standard #3: Learning Environments. The practitioner works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The practitioner understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make the discipline accessible and meaningful for young children to assure mastery of the content.

Standard #5: Application of Content and Assessment. The practitioner understands how to connect concepts and use differing perspectives to engage young children in critical thinking, creativity, and collaborative problem solving. He/she uses multiple methods of assessment to engage young children in their own growth, to monitor progress, and to guide his/her decision making.

Standard #6: Professional Learning and Leadership. The practitioner engages in ongoing professional learning, uses evidence to continually evaluate his/her practice, and adapts practice to meet the needs of each young child. The practitioner also seeks appropriate leadership roles and opportunities to collaborate with young children, families, colleagues, other professionals, and community members.