

CHILD AND FAMILY STUDIES MAJOR

The Child and Family Studies major prepares students to work with children and families throughout the lifespan in a broad range of settings. The program is designed to provide a thorough understanding of how to work with children and families in multiple contexts. The program includes child and family development classes that include diversity in families, the impact of stress and trauma, and emotional and behavioral considerations when working with children and families. Professional skill development is an essential part of the program and intended to give students the theoretical knowledge and practical skills needed by child and family services specialists be they future educators, educational specialists, social workers, or counselors.

Learning Goals and Outcomes

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: Diversity and Differences. The practitioner uses understanding of individual differences and diversity among children and families to ensure inclusion in multiple contexts.

Standard #3: Developmentally Appropriate Environments. The practitioner works with others to create environments that support individuals and families, and that encourage positive social interaction, active engagement and social interaction.

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 and families 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.

Requirements

The traditional undergraduate programs includes a minimum of 120 credits 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 areas¹:

1. Diversity, Globalization or Non-western Area Studies,
2. Ethics Intensive
3. Writing Intensive, and
4. Diversity

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Overlay requirements are part of the 120 credit requirements

General Education Signature Courses

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

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

Major Requirements

Code	Title	Hours
EDU 121	Child Development	3
or EDU 157	Adolescent Development w/Field	
EDU 150	Schools in Society w/ Field	3
EDU 151	Cognition & Learning w/ Field	3
EDU 155	Found of Early Child w/ Field	3
EDU 231	Assessment and Evaluation	3
or EDU 230	Eval: Secondary Grades 7-12	
EDU 232	Literacy/Literature I w/ Field	3
EDU 241	Soc/Emo Dev/Lrn: Erly Chld	3
EDU 246	Language and Culture w/ Field	3
EDU 345	Trauma in Infan & Early Child	3
SPE 160	Intro to Special Education	3
SPE 205	Inclusive Classrooms w/ Field	3
SPE 379	Fam School & Comm:Diverse Soc	3
Total Hours		36