

**NEW, REVISED, OR DELETED PROGRAM COVER SHEET
2003-2004
University Curriculum Committee
Undergraduate Programs (Majors, Minors, Sequences)**

DEPARTMENT/SCHOOL Interdisciplinary Studies (Rosenthal) DATE 10-18-03

A. **Proposed Action:** (more than one item may be checked if a revision).

- New Major CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems)
- New Minor CIPS CODE 19.0706 (obtain from Planning, Policy Studies and Info Systems)
Minor in Children's Studies
- New Sequence
- Change in requirements for major
- Change in requirements for minor
- Change in requirements for sequence
- Other program revisions
- More than 50% of courses in this program are distance education.
- Program deletion

B. **Summary of proposed action** (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

Proposal for a new, interdisciplinary minor in Children's Studies. Exact Catalog Copy Attached.

C. **Routing and action summary:**

1. _____ Department/School Curriculum Committee Chair	_____ Date Approved	4. _____ College Dean	_____ Date Approved
2. _____ Department Chair/School Director	_____ Date Approved	5. _____ Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)	_____ Date Approved
3. _____ College Committee Chair	_____ Date Approved	6. _____ University Curriculum Committee Chair (8 copies to the Catalog Editorial Assistant)	_____ Date Approved

Submit 20 copies of **NEW** Undergraduate proposals to University Curriculum Committee
 Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee c/o the Undergraduate Catalog Editorial Assistant in 109 Moulton.
 All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for Web site posting.**
 5/02

Part A: Program Description and Explanations

Institution: Illinois State University

Responsible department/school or administrative unit: Interdisciplinary Studies / College of Arts & Sciences

Proposed Program Title: Minor in Children's Studies

CIPS classification: 19.0706

Date of Implementation: 2004-2005 Catalog

Description of proposed program: Establishment of a 24-hour minor in Children's Studies. See also description in catalog copy.

Catalog Copy: (For the convenience of reviewers, courses included in the program are listed after catalog copy.)

Minor in Children's Studies

Advisor: Dr. Karen Coats, English Department
323F Stevenson Hall, Campus Box 4240
(309) 438-3740

The Minor in Children's Studies provides an opportunity for students to enhance their knowledge of children and child culture through interdisciplinary exploration of child-related issues. This program is designed to be of interest to students who wish to pursue child-related emphases in their major disciplines, such as children's literature, child psychology, children's history and culture, pediatrics, juvenile justice, or social work with children, or for those who wish to learn more about the subject of childhood from multidisciplinary frames of reference. The minor will also provide a foundation for those students who intend to go to professional or graduate school to pursue child-centered research interests.

—A minimum of 24 hours, including FCS/HIS/SOC 112 and one of the following: FCS 101, PSY 301, C&I 210

—The remaining 18 hours must include a minimum of 2 courses from Group A and a minimum of 2 courses from Group B.

—**Group A:** ENG 170, ENG 271, ENG 272, ENG 370, ENG 372, ENG 373, ENG 374, ENG 375, MUS 371

—**Group B:** C&I 233, CJS 215, FCS 231, FCS 233, FCS 250, HIS 261, 262, 330, NUR 208, PAS 115, PAS 175, POL 322, POL 339, PSY 215, PSY 302, PSY 346, SOC 262

—With permission of the minor advisor, the following categories of courses may be counted toward the minor.

1-3 hours of an internship with a child-related agency, arranged through a department

1-3 hours of an independent study on a child-related topic

1-3 hours of a special topics course on a child-related topic, offered through a department

— NOTE: No more than 9 hours may be selected from the student's first or second major department.

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HIS/SOC/FCS 112 AMERICAN FAMILY: CHANGE AND DIVERSITY MC-UST 3 F,S

IDS 100; ENG 101 and COM 110 req, or ENG 101 and conc reg req in COM 110, or COM 110 and conc reg req in ENG 101. May not be taken under the CT/NC option. Also offered as HIS/SOC 112.

Historical and comparative exploration of activities of family formation, maintenance, and reconfiguration in America. Emphasis on issues of diversity.

FCS 101 HUMAN AND FAMILY DEVELOPMENT 3 F,S

FCS 101 req or C&I 281 conc reg rec.

Human development throughout the lifespan within the context of the developing family unit.

PSY 301 DEVELOPMENTAL PSYCHOLOGY OF CHILDHOOD 3 F,S

PSY 110 or 111 req.

Motor, cognitive, and emotional development and personality growth of children, birth through pre-adolescence.

C&I 210 CHILD GROWTH AND DEVELOPMENT 3 F,S,Summer

Incl satisfactory compl Clin Exp: 9 hrs, Exp Type 1-4.

Soph standing.

Physical, social, emotional, and mental development of the child from conception through adolescence; methods of studying children and their behavior.

Group A:

ENG 170 FOUNDATIONS IN LITERATURE FOR CHILDREN 3 F,S

Prose and poetry for children ages 5-14; emphasis on classics, best of the 20th century works, folklore heritage, and mythology.

ENG 271 LITERATURE FOR YOUNG CHILDREN 3 F,S

Does not repeat material of ENG 170.

Wide reading of books available for children ages 5 to 9, criteria for book selection, development of literature experiences.

**ENG 272 LITERATURE FOR
PRE-ADOLESCENTS 3 F,S**

Does not repeat material of ENG 170.

Wide reading in variety of books available for ages 9 to 14, criteria for book selection, development of literature experiences.

Computer assisted.

A

**ENG 370 STUDIES IN THE HISTORY
OF LITERATURE
FOR YOUNG PEOPLE 3**

ENG 170 or conc dept chair req. May be repeated if content different.

Advanced critical, chronological examination of literature for children and adolescents from folklore origins to 1900.

**ENG 372 STUDIES IN CONTEMPORARY
LITERATURE FOR
YOUNG PEOPLE 3**

ENG 170 or conc dept chair req. May be repeated if content different.

A problem-centered course, emphasizing trends and research related to recent literature for children and early adolescents.

ENG 373 VERSE FOR CHILDREN 3

ENG 170 or cons dept chair req.

Verse for children and early adolescents, including various categories, elements, and well-known poets in the field.

ENG 374 STORYTELLING 3

The art of storytelling based on knowledge of folklore heritage with experiences in oral transmission of literature in a variety of settings.

**ENG 375 STUDIES IN LITERATURE
FOR ADOLESCENTS 3 F,S**

Jr/sr standing or cons dept chair req. May be repeated if content different.

Advanced critical examination of literature for young adults with emphasis on trends and research.

**MUS 371 MUSIC FOR THE
EXCEPTIONAL CHILD 3 F,S**

Trends in Music Education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities.

Group B:**C&I 233 MIDDLE LEVEL EDUCATION
AND THE YOUNG ADOLESCENT 3 F,S**

Middle Level Teacher Ed Maj only; C&I 130 or conc reg req. 2.50 overall GPA req. C or better in ENG 101 and COM 110 req. All sections of State of Illinois Basic Skills Test passed. Incl satisfactory compl Clin Exp: 20 hrs, Type 5. (Non-maj section- 233.01; cum GPA 2.00, maj GPA 2.00; C or better in ENG 101 and COM 110). Formerly EDUCATION AND THE EARLY ADOLESCENT.

Organizational structure of American public education; provisions for young adolescent education; understanding the characteristics of the young adolescent student; the role of the teacher of young adolescents.

CJS 215 JUVENILE JUSTICE 3 F,S

CJS 101 req. Maj/min only or cons dept advisor.

The processing and treatment of juvenile offenders. Examines the organization, operation, and goals of the individuals, agencies, and institutions that work with youthful offenders.

FCS 231 FAMILY RELATIONSHIPS 3 F,S

FCS 101 req or C&I 281 conc reg rec.

Functions of productive family units to fulfill individual and group needs. Emphasis on the skills needed by the parent.

FCS 233 FAMILY ECONOMIC RESOURCES 3

FCS 103 req.

Economic description of the family emphasizing the family's

financial, physical, and human capital investments over the life cycle.

FCS 250 DEVELOPMENT AND GUIDANCE OF PRESCHOOL CHILDREN 3 F

FCS 101 req. Incl Clin Exp: 32 hrs. Formerly CHILDEVELOPMENT AND GUIDANCE.

Applied child development and guidance of preschool children in early childhood programs. Emphasis on observation, assessment and developmentally appropriate practices.

HIS 261 HISTORY OF WOMEN IN THE UNITED STATES TO 1865 3 F,S

Sophomore standing req. Not for cr if had HIS 250.

The role of women in the economic, social, political, and cultural history of America from the colonial period to the Civil War.

HIS 262 HISTORY OF WOMEN IN THE UNITED STATES SINCE 1865 3 F,S

Sophomore standing req. Not for cr if had HIS 250.

The role of women in the economic, social, political, and cultural history of America from 1865 to the present.

HIS 330 THE FAMILY IN HISTORY 3

Any 100- or 200-level HIS course or cons inst req.

History of the family in Europe and America, viewing the changes from idealist, economic determinist, family systems, and psychoanalytic perspectives.

HSC 194 HEALTHFUL FAMILY LIVING 2 F,S

Introduction to the health of the family as illustrated through illness patterns, stress, abuse, and health behavior.

MCN 208 FAMILY VIOLENCE: HEALTH CONSEQUENCES 3 F,S

The course examines the pervasiveness of child abuse, domestic violence, sexual assault, and elder abuse and explores prevention and resolution.

PAS 115 HUMAN VERBAL DEVELOPMENT 3 F,S

May substitute for PAS 112 as a req for the maj if taken before the maj is declared. Incl Clin Exp. Formerly INTRODUCTION TO HUMAN VERBAL DEVELOPMENT.

The study of human communication, including the anatomy and physiology of speech and hearing, with an emphasis on speech and language development in children and the role of caregivers in the acquisition process.

PAS 175 SPEECH AND LANGUAGE DEVELOPMENT 3 F,S

Incl Clin Exp: 5 hrs, Type 1. Formerly PAS 320.

Comprehensive study of acquisition of speech and language by children. Emphasis on first 6 years.

POL 322 DOMESTIC RELATIONS LAW 3

POL 201 or cons inst req. Not for cr POL maj/min.

Overview of the laws and procedures governing legal aspects of marriage and child custody. Emphasis is placed on tasks which can be performed by paralegals.

POL 339 PLAYGROUND TO POLITICS 3 F or S

60 hrs or cons inst req. POL 161 rec.

Explores Generation Y in politics, media, economic and education systems.

PSY 215 EDUCATIONAL PSYCHOLOGY 3 F,S

PSY 110 or 111 req. Designed for prospective school teachers. Incl Clin Exp: Type 1.

Application of psychology to education covering human learning in school settings; evaluation and measurement of learning outcomes, developmental factors and learning, and social factors of learning.

PSY 302 DEVELOPMENTAL PSYCHOLOGY OF ADOLESCENCE 3 F,S

PSY 110 or 111 req. May Incl Clin Exp: Type 1.

Motor, cognitive, and emotional development and personality

growth of the adolescent.

PSY 346 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 3 E,S

PSY 112 or 113 or 232 or 301 or 302 or C&I 210

req. May Incl Clin Exp: Type 1.

Socio-psychological factors influencing the exceptional child's cognitive and affective development with implications for those working with exceptional children.

SOC 262 MARRIAGE AND THE FAMILY 3

SOC 106 rec; 45 hrs or cons inst req.

Sociological and social psychological examination of the patterned and dynamic aspects of marital and family relationships.

Rationale: Children's Studies is an emerging interdisciplinary field that focuses the research tools of various traditional disciplines on the particular needs and interests of children and their culture. Given the abundant human and material resources available in this area at Illinois State University, as well as its historical commitment to the education of children, the establishment of the minor will allow students to pursue an integrative study of children within their various contexts of development, encompassing both applied and analytical study of child-centered discourses in the humanities, fine arts, and social and cognitive sciences.

The proposal results from the work of a faculty committee composed of: Kathleen Bergquist, SWK; Greg Braswell, PSY; Kyle, Ciani, HIS; Karen Coats, ENG; Tom Crumpler, C&I; Tom Ellsworth, CJS; Marty Power, FCS; Maria Schmeekle, SOA.

Expected Impact of proposal on existing campus programs: The minor is designed to complement several majors but should not compete with any existing program. All courses are already in place and are offered on a regular basis. The impact on departments offering courses in the minor is projected to be small.

There are no new staffing or resource needs.

Letters of support attached from chairs of participating departments and Milner Library.

**ILLINOIS STATE UNIVERSITY
UNDERGRADUATE PROGRAMS
REQUEST FOR NEW PROGRAM APPROVAL
(Reporting of Financial Implications)**

Purpose: Proposed new undergraduate programs (degrees, sequences, certificates) must include information concerning how the program will be financially supported to proceed through the curriculum proposal process. Signatures of the College Dean and Provost/Provost Representative are required prior to submission of the new program to the College Curriculum Committee.

Procedure: This completed form, with all necessary signatures, is to be attached to new program curricular proposals.

Definition: A "program" can be either a degree, a sequence as part of a degree or a certificate.

Complete the following information:

Department: Interdisciplinary Studies Date: September 29, 2004

Proposed New Program: Minor in Children's Studies

Person Completing Form: Jonathan Rosenthal Contact #: 438-5669

Complete Table I to show student enrollment projections for the program.

Table I

STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM

	1st Year	(July	2nd Year	3rd Year	4th Year	5th Year
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	- June)				
Number of Program Majors (Fall headcount)	0	0	0	0	0
Annual Full-Time-Equivalent Majors	0	0	0	0	0
Annual Credit Hours in EXISTING Courses ¹	60	180	240	240	240
Annual Credit Hours in NEW Courses ¹	0	0	0	0	0
Annual Number of degrees Awarded	0	0	0	0	0

¹Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

