



## **ACADEMIC ALERT #2005-8**

**DATE:** February 2005  
**DECISION:** National College of Education (NCE)

### **Addition of Blended (Face-to-Face and Online) Delivery Model for the Master of Education (M.Ed.) Interdisciplinary Studies (IDS) in Curriculum and Instruction Degree Program**

**See Academic Alert #2003-18 for Addition of Master of Education (M.Ed.) Interdisciplinary Studies (IDS) in Curriculum and Instruction Online Degree Program**

#### **Rationale**

The primary reason for designing the IDS Blended delivery model is for the IDS program to continue to “go to where the students are.” In a survey, the marketing department found that 59% of prospective students for masters degrees in education may be interested in a blended program in preference to the two alternatives: full face-to-face or full online. Both marketing and enrollment understand that this model expands the current geographical reach of the IDS program.

Additionally, the IDS Blended delivery model builds directly upon the extensive work that took place in 2001-2003 in developing the IDS online program. Because of the ways in which the entire IDS faculty were included in these developments, the majority of faculty are looking forward to working in the IDS Blended Delivery model, and see themselves, as well as their students ready for this blended form of delivery of the IDS program.

**NCE Curriculum Council Approval: October 7, 2004**  
**Graduate Council Approval: October 20, 2004**  
**Senate Academic Planning Committee Approval: December 16, 2004**  
**Faculty Senate Approval: January 19, 2005**

#### **Current Program Authorizations**

The university currently has authorization to offer the IDS Program, including the IDS Blended Program in the following Illinois regions: Chicago, North Suburban, West Suburban, Fox Valley, Central, South Metropolitan, and Western. The university also has authorization to offer the IDS Program, including the IDS Blended Program in the state of Wisconsin; and in the state of Florida in currently approved locations.

**IMPLEMENTATION DATE: Immediately; Anticipated First Blended Group: Spring, 2005**

**CONTACT: Dr. Tom Fox, Chair, Department of Integrated Studies in Teaching, Technology and Inquiry (ISTTI), ext 3140**

#### **SIGNATURE**

**Carol R. Melnick, Ph.D.**  
**Vice Provost**

## Admission Requirements

Admission requirements for IDS blended students are the same as for IDS face-to-face students

## Course Requirements

In the face-to-face IDS Program there are 9 program core courses for a total of 26 SH plus 6 SH or electives for a total of 32 SH. For the blended IDS Program there are 11 program core courses for a total of 32 SH which are distributed over 7 quarters rather than over 3 terms that are about 7 calendar months for each term. CIC 591 and CIC 594 (existing Curriculum and Instruction Courses) are 2 courses required for the IDS Blended Program, and often taken as electives by face-to-face IDS students. The goals, major topics, readings, activities, and experiences as detailed in the UCOs are the same whether the course is delivered face-to-face, blended, or online.

### Program Requirements for the IDS Blended: 32 SH

Course Code	Course Title	Semester Hours
CIC 528	Curriculum and Instruction I: Theories, Foundations, and Contexts	3
EPS 527	Group Theory and Classroom Applications	3
ESR 510	Action Research I: Purposes, Assumptions, and Practice	3
FND 509	Educational Foundations	3
EPS 528	Human Development and Learning	3
ESR 511	Action Research II: Contextualizing and Analyzing	3
CIC 591	Field Study /Curriculum and Instruction	3
CIC 529	Curriculum and Instruction II: Analysis and Application	3
CIL 531	Cross-Cultural Education	3
ESR 591	Action Research III: Interpreting and Sharing	2
CIC 594	Independent Study /Curriculum and Instruction	3

All but one of the above courses are taken over two of the seven quarters. The reason for this is the need to integrate the courses at all times.

### Quarterly Schedule for IDS Blended Program

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 5	Quarter 6	Quarter 7
FND 509 Educational Foundations	FND 509 Educational Foundations*	CIL 531 Cross- Cultural*+			EPS 528 Human Development	EPS 528 Human Development*
EPS 527 Group Theory						EPS 527 Group Theory*
CIC 528 Curriculum & Instruction I	CIC 528 Curriculum & Instruction I *		CIC 529 Curriculum &Instruction II	CIC 529 Curriculum & Instruction II*		
		CIC 591 Field Study	CIC 591 Field Study*	CIC 594 Independent Study	CIC 594 Independent Study*	
	ESR 510 Action Research I	ESR 510 Action Research I*	ESR 511 Action Research II	ESR 511 Action Research II*	ESR 591 Action Research III	ESR 591 Action Research III*
4 ½ SH	4 ½ SH	6 SH	4 ½ SH	4 ½ SH	4 SH	4SH
	2 grades	2 grades	1 grade	2 grades	1 grade	3 grades

\*Indicates when final grade is submitted. An X or deferred grade is given when the first half of the course is taught.

+Indicates that the course CIL 531 is the only 1of 11 courses offered in a single quarter.

## **Implementation**

**Monitoring of Enrollments.** Numbers of students need to be tracked as part of NCE's strategic plan and for determining viability of this blended program.

Changes need to be made for the next catalog, 2005-2006. The catalog copy for IDS blended has to be written as soon as this academic alert is posted with all changes. IDS faculty must submit this catalog copy to the Office of the Registrar and Office of the Provost.

Changes need to be made in Banner.

IDS faculty, Offices of the Registrar, Admissions, and staff in Enrollment, Marketing, Recruitment need to be knowledgeable about these changes and updates.