



## **ACADEMIC ALERT #2005-19**

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

**Point of Information:** NCE Core Revisions for MLE, SPE and TIE

**Rationale:** Revisions were made to the core curriculum in Middle Level Education, Special Education and Technology in Education to meet the individual needs of these programs, and their students.

**Senate Academic Planning Committee Approval:** October 20, 2005  
**Faculty Senate Approval:** Not needed; Point of Information.

**Program Authorizations:** M.Ed. and C.A.S. Middle Level Education; M.A.T., M.Ed., and C.A.S. Special Education/LBSI; and M.Ed., M.S.Ed., and C.A.S. Technology in Education programs are authorized to be offered in the following Illinois Regions: Chicago; North Suburban; West Suburban; and South Metropolitan. **Only** the M.A.T. Special Education/LBSI is authorized in the Fox Valley and Western regions. The M.Ed. and C.A.S. Technology in Education are authorized to be offered in the Fox Valley region. The M.Ed. and C.A.S. Special Education/LBSI are **not** to be offered in the Fox Valley and Western regions. The M.S.Ed. Technology in Education is **not** to be offered in the Fox Valley and Western regions.

**IMPLEMENTATION DATE:** Effective Spring Quarter, 2006

**CONTACTS:** Nancy Naughten, Middle Level Education, (847) 947-5818; Patrick Schwarz, Special Education, (847) 947-5379; Craig Cunningham, Technology in Education, (312) 261-3605; Jerry Ligon, Associate Dean, NCE, (847) 947-5699.

**SIGNATURE**

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

## NCE CORE REVISIONS

### M.Ed. Middle Level Education Core Course Changes *Effective Spring 2006*

M. Ed. Old Core Courses	M. Ed. New Core Courses
ESR506 Graduate Research: Interpretive/Critical (2SH) ESR507 Graduate Research: Empirical/Quantitative (2SH)	ESR505 Educational Inquiry and Assessment (3SH)
FND504 History and Philosophy of Education (2SH) FND505 Contemporary Issues in Education (2SH)	FND511 Social and Cultural Politics of Education: Personal and Contextual Perspectives (3SH)

### M.Ed. Middle Level Education New Core *Effective Spring 2006*

MLE Old Core Total = 10SH	MLE New Core Total (Reduced by 2SH) = 8SH
EPS 541 Cognition and Instruction (2SH)	EPS 541 Cognition and Instruction (2SH)
ESR 506 Graduate Research: Interpretive/Critical (2SH) ESR 507 Graduate Research: Empirical/Quantitative (2SH)	ESR 505 Educational Inquiry and Assessment (3SH)
FND 504 History and Philosophy of Education (2SH) FND 505 Perspectives on Contemporary Issues in Education (2SH)	FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives (3SH)
<b>MLE Old Total Degree Requirements = 38SH</b>	<b>MLE New Total Degree Requirements (Reduced by 2 SH) = 36 SH</b>

### M.A.T. Special Education Core Course Changes *Effective Spring 2006*

SPE Old Core	SPE New Core
EPS500B Human Development with a Focus on Elementary and Middle Childhood (2SH)	EPS511 Human Learning and Development in Instructional Contexts (3SH)
ESR506 Graduate Research: Interpretive/Critical (2SH) ESR507 Graduate Research: Empirical/Quantitative (2SH)	ESR514 Research in Action: Becoming Practitioner Researchers (3SH)
FND504 History and Philosophy of Education (2SH) FND505 Contemporary Issues in Education (2SH)	FND510 Social Justice Perspectives on the History and Philosophy of American Education (3SH)

### M.A.T. Special Education New Core *Effective Spring 2006*

SPE Current Core Total = 10SH	SPE New Core Total (Reduced by 1 SH) = 9SH
EPS 500B Human Development with a Focus on Elementary and Middle Childhood (2SH)	EPS 511 Human Learning and Development in Instructional Contexts (3SH)
ESR 506 Graduate Research: Interpretive/Critical (2SH) ESR 507 Graduate Research: Empirical/Quantitative (2SH)	ESR 514 Research in Action: Becoming Practitioner Researchers (3SH)
FND 504 History and Philosophy of Education (2SH) FND 505 Perspectives on Contemporary Issues in Education (2SH)	FND 510 Social Justice Perspectives on the History and Philosophy of American Education (3SH)
<b>SPE Old Total Degree Requirements = 48SH</b>	<b>SPE New Total Degree Requirements (Reduced by 1 SH) = 47SH</b>

### M.Ed. Special Education Core Course Changes *Effective Spring 2006*

Old Courses	New Courses
EPS500B Human Development with a Focus on Elementary and Middle Childhood (2SH)	EPS541 Cognition and Instruction (2SH)
ESR506 Graduate Research: Interpretive/Critical (2SH) ESR507 Graduate Research: Empirical/Quantitative (2SH)	ESR505 Educational Inquiry and Assessment (3SH)
FND504 History and Philosophy of Education (2SH) FND505 Contemporary Issues in Education (2SH)	FND511 Social and Cultural Politics of Education: Personal and Contextual Perspectives (3SH)

**M.Ed. Special Education New Core Effective Spring 2006**

<b>M.Ed. SPE Old Core Total = 10SH</b>	<b>M.Ed. SPE New Core Total (Reduced by 2 SH) = 8SH</b>
EPS 500B Human Development with a Focus on Elementary and Middle Childhood (2SH)	EPS 541 Cognition and Instruction (2SH)
ESR 506 Graduate Research: Interpretive/Critical (2SH) ESR 507 Graduate Research: Empirical/Quantitative (2SH)	ESR 505 Educational Inquiry and Assessment (2SH)
FND 504 History and Philosophy of Education (2SH) FND 505 Perspectives on Contemporary Issues in Education (2SH)	FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives (3SH)
<b>SPE Current Total = 44SH</b> (If SPE500 already taken than 41sh)	<b>SPE New Total (Reduced by 2 SH) = 42 SH</b> (If SPE500 already taken than 39sh)

**M.Ed. Technology in Education Core Course Changes Effective Spring, 2006**

ESR 506 Graduate Research: Interpretive/Critical (2SH) ESR 507 Graduate Research: Empirical/Quantitative (2SH)	ESR 505 Educational Inquiry and Assessment (3SH)
FND 505 Perspectives on Contemporary Issues in Education (2SH)	FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives (3SH)

**M.Ed. Technology in Education New Core Effective Spring, 2006**

<b>TIE Current Core Total = 8SH</b>	<b>TIE New Core Total = 8SH (The Same)</b>
EPS 541 Cognition and Instruction (2SH) (no change)	EPS 541 Cognition and Instruction (2SH) (no change)
ESR 506 Graduate Research: Interpretive/Critical (2SH) ESR 507 Graduate Research: Empirical/Quantitative (2SH)	ESR 505 Educational Inquiry and Assessment (3SH)
FND 505 Perspectives on Contemporary Issues in Education (2SH)	FND 511 Social and Cultural Politics of Education: Personal and Contextual Perspectives (3SH)

<b>TIE Old Degree Requirements Total = 34SH</b>	<b>TIE New Degree Requirements Total = 34SH (The Same)</b>
---	--

**MIDDLE LEVEL EDUCATION TEACH-OUT**

Students enrolled in clusters prior to Winter '06 will use the old core. No cluster is scheduled for Winter '06. Students who begin the Middle Level M.Ed. Program in Spring '06 or after will use the new core.

**SPECIAL EDUCATION TEACH-OUT**

The teach-out affects three types of students:

- Students in current clusters
- Non-cluster students completing the program
- Students who need to interrupt their program

**Students in Current Special Education Clusters**

Cluster #	Campus	Beginning Term:	Ending Term:	Core Classes	Core Terms:
LC103GE	NLU Wheaton	Fall 2003	Spring 2006	EPS500B FND504 FND505 ESR506 ESR507	Fall 2003 Spring 2004 Fall 2004 Winter 2005 Spring 2006

HC097GE	NLU Wheeling	Fall 2003	Spring 2006	EPS500B FND504 FND505 ESR506 ESR507	Fall 2003 Spring 2004 Fall 2004 Winter 2005 Spring 2006
EL001GSPE	NLU Elgin	Spring 2004	Fall 2006	FND504 EPS500B ESR506 FND505 ESR507	Summer 2004 Winter 2005 Summer 2005 Winter 2006 Summer 2006
EV002GSPE	NLU Evanston	Fall 2004	Winter 2006	FND504 EPS500B ESR506 FND505 ESR507	Fall 2004 Winter 2005 Spring 2005 Spring 2005 Fall 2005
WT001GSPE	NLU Wheaton	Fall 2004	Winter 2007	FND504 EPS500B ESR506 ESR507 FND505	Winter 2005 Spring 2005 Fall 2005 Summer 2006 Fall 2006
WH001GSPE	NLU Wheeling	Fall 2004	Winter 2007	EPS500B FND504 ESR506 ESR507 FND505	Winter 2005 Spring 2005 Fall 2005 Summer 2006 Fall 2006
CH002GSPE	NLU Chicago	Winter 2005	Spring 2006	FND504 EPS500B ESR506 FND505 ESR507	Winter 2005 Spring 2005 Fall 2005 Fall 2005 Winter 2006
EL002GSPE	NLU Elgin	Spring 2005	Fall 2007	FND504 ESR506 EPS500B ESR507 FND505	Summer 2005 Spring 2006 Summer 2006 Winter 2007 Spring 2007
WH002GSPE	NLU Wheeling	Spring 2005	Fall 2006	FND504 EPS500B ESR506 FND505	Spring 2005 Spring 2005 Winter 2006 Spring 2006
EV005GSPE	NLU Evanston	Fall 2005	Winter 2007	FND504 EPS500B ESR506	Fall 2005 Fall 2005 Spring 2006

				ESR507	Summer 2006
				FND505	Fall 2006
LI002GSPE	NLU Lisle	Fall 2005	Winter 2008	EPS500B	Winter 2006
				FND504	Spring 2006
				ESR506	Fall 2006
				ESR507	Summer 2007
				FND505	Fall 2007
WH003GSPE	NLU Wheeling	Fall 2005	Winter 2008	EPS500B	Winter 2006
				FND504	Spring 2006
				ESR506	Fall 2006
				ESR507	Summer 2007
				FND505	Fall 2007
CH004GSPE	NLU Chicago	Winter 2006	Spring 2008	FND504	Spring 2006
				EPS500B	Summer 2006
				ESR506	Winter 2007
				ESR507	Summer 2007
				FND505	Winter 2008
WH004GSPE	NLU Wheeling	Winter 2006	Spring 2007	FND504	Winter 2006
				EPS500B	Winter 2006
				ESR506	Fall 2006
				FND505	Fall 2006
				ESR507	Winter 2007

### Non-Cluster Students

There are approximately 40 non-cluster students in various stages of program completion. Special Education advisors should actively communicate with their advisees and encourage at-large students to finish the current old core quickly. Active communication with all Special Education students will allow the teach-out to happen quickly. Otherwise, Fall, 2007 is the last quarter in which a cluster will take an old core course. The projected teach-out date of the core for non-cluster students, and for students who stop out would be the end of Fall Quarter, 2007. A change of study plan to incorporate the new core would be implemented for those students who have not finished their core as of January 2008. That includes non-cluster and cluster students who have stopped out.

### TECHNOLOGY IN EDUCATION TEACH-OUT

Clusters that begin in or before winter '06 will use the old core. Students in clusters beginning in spring '06 or after will use the new core. No one will have to change any graduate study plans. Students whose cluster started in or before winter '06 who do not finish the core with their clusters will most likely need to change their graduate study plans to incorporate the new core. At large students or on-campus students are few in TIE; students who begin their program in or before winter '06 will take the old core; in or after spring '06 will use the new core.

Cluster #	Campus	Beginning Term:	Ending Term:	Core Classes	Core Terms:
NC027GE	NLU Elgin	Spring 2004	Winter 2005	N/A	N/A
CH001GTECH	NLU Chicago	Winter 2005	Winter 2007	FND505	Winter 2005
				EPS541	Spring 2005
				ESR506	Winter 2006
				ESR507	Fall 2006

CH002GTECH	Disney Magnet School	Fall 2004	Fall 2006	EPS541 FND505 ESR506 ESR507	Fall 2004 Spring 2005 Winter 2006 Spring 2006
CH003GTECH	NLU Chicago	Winter 2005	Winter 2007	FND505 EPS541 ESR506 ESR507	Winter 2005 Spring 2005 Winter 2006 Fall 2006
CH004GTECH	NLU Chicago	Winter 2006	Winter 2008	FND505 EPS541 ESR506 ESR507	Winter 2006 Spring 2006 Spring 2007 Fall 2007
EL001GTECH	NLU Elgin	Winter 2006	Winter 2008	FND505 EPS541 ESR506 ESR507	Winter 2006 Spring 2006 Spring 2007 Fall 2007
LI003GTECH	NLU Lisle	Fall 2005	Fall 2007	FND505 EPS541 ESR506 ESR507	Fall 2005 Winter 2005 Winter 2007 Spring 2007
WH001GTECH	NLU Wheeling	Fall 2004	Fall 2006	FND505 EPS541 ESR506 ESR507	Fall 2004 Winter 2005 Spring 2006 Summer 2006
WH003GTECH	NLU Wheeling	Fall 2004	Fall 2006	FND505 EPS541 ESR506 ESR507	Fall 2004 Winter 2005 Spring 2006 Summer 2006

## Implementation

All course changes need to be entered in Banner with the appropriate implementation and teach-out considerations.

Marketing materials for the revised Middle Level Education, Special Education and Technology in Education core need to be developed.

The teach-out must be carefully monitored and adhered to.

Communication by program coordinator, and advisors regarding the new core and the teach-out needs to be coordinated, and disseminated via postal mail, email, and in-classes.

The revised catalog copy will be written and submitted to the Vice Provost and University Registrar Catalog Coordinator prior to posting of the academic alert. This ensures that catalog copy is prepared and ready for the 2006-2007 catalog.