



ACADEMIC ALERT #2003-18

DATE: July, 2003
DECISION: National College of Education (NCE)

Addition of Master of Education (M.Ed.) Interdisciplinary Studies (IDS) in Curriculum and Instruction Online Degree Program

Rationale

The M.Ed. IDS Online degree program provides a unique approach to online education. Like the face-to-face field model, it addresses specific issues that arise from teachers' working experiences as well as the stated 8 outcomes of the program: (1) Striving to be critically reflective about one's teaching; (2) Identifying social, economic and political issues that impact teaching and learning; (3) Engaging in action research on personally and professionally relevant topics that will contribute to teaching, learning, and schooling; (4) Helping build a community of adult learners that engages in meaningful conversation about critical issues of education and teaching practice; (5) Reflecting critically on teaching and learning within the context of one's own life history and teaching career; (6) Engaging with the complexities of diversity and multiculturalism in our culture and our classrooms; (7) Exploring ways to integrate technology into one's professional life; and (8) Acting as change agents for all learners. IDS is putting online a highly interactive, interdisciplinary, constructivist, group process oriented, emergent curriculum.

NCE Curriculum Council Approval: May 20, 2003
Graduate Council Approval: June 18, 2003
Senate Academic Planning Committee Approval: June 19, 2003
Faculty Senate Approval: July 16, 2003

IMPLEMENTATION DATE: July 16, 2003 for first group to start Fall Quarter, 2003

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SIGNATURE

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Admission Requirements

Admission requirements for IDS online students are the same as for IDS field-based students with these two exceptions: the NLU application fee of \$40 is waived for individuals applying before December 31, 2003; and the Miller Analogies Test (MAT) is waived for individuals who have a teaching certificate (applicants must provide evidence of their certification), and who apply before December 31, 2003. For those who do not have certification, a link to the website listing centers that offer the MAT throughout the United States is provided:

<http://www.hbtpc.com/mat/mat2001/pdf/appendixA.pdf>. International students may have better access to the Graduate Record Exam(GRE) which will fulfill the same requirement as the MAT for both US and international students. Students are also provided with the link to the GRE: www.gre.org.

Course Requirements

In the field 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 online 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 Online Program, and often taken as electives by field-based students.

Program Requirements for the M.Ed. IDS Online Program

Course Code	Course Title	Semester Hours
CIC 528	Curriculum and Instruction I: Theories, Foundations, and Contexts	3
CIC 529	Curriculum and Instruction II: Analysis and Application	3
CIC 591	Field Study/ Curriculum and Instruction	3
CIC 594	Independent Study/ Curriculum and Instruction	3
CIL 531	Cross-Cultural Education	3
EPS 527	Group Theory and Classroom Applications	3
EPS 528	Human Development and Learning	3
ESR 510	Action Research I: Purposes, Assumptions, and Practice	3
ESR 511	Action Research II: Contextualizing and Analyzing	3
ESR 591	Action Research III: Interpreting and Sharing	2
FND 509	Educational Foundations	3
Total		32 SH

Quarterly Schedule for IDS Online 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 1 of 11 courses offered in a single quarter.

Implementation

The Collegis Learning Technology Team has collaborated with IDS, and the following resources and activities have been identified in order to support IDS Online:

- 1) Established a splash page to act as the main marketing portal to the IDS Online program and targeted to answer prospective students' questions. This site will also be linked from within the program's WebCT course site, providing students with a full view of all the program information and NLU resources available to them as they progress through the program.
- 2) Learning Technology staff are working with the Instructor of Record from the IDS faculty team to finalize the site schema and information structure, taking into account the NLU team's ideas and overall vision for the site as well as its marketing goals and promotional concept.
- 3) Established a Faculty Resource Web site which will serve as an ever-evolving compendium of information and resources for all IDS Online faculty. This site will not only provide a virtual "meeting place" for faculty to share ideas, online teaching experiences, and references, but it will also provide new faculty with a rich resource area to draw upon as they begin teaching IDS courses online.
- 4) Created documentation for the IDS faculty team (as well as the NLU faculty at large) which details the features and enhancements in WebCT 3.8 Campus Edition. This will give faculty a clear perspective on the improvements and updates to the various tools in WebCT. The improvements to the Discussions tool alone will be a significant advantage for the IDS Online faculty.
- 5) Created an IDS Online discussion area for faculty to share ideas regarding the course template, program and resources that will be utilized in the program.
- 6) Established IDS course template to leverage future offerings, maintain consistency across courses, and provides a jumpstart for new instructors with the necessary components to creating a successful online course.
- 7) Created individual course shells based on the IDS course template for each instructor to begin working on their courses and explore new strategies for teaching online.
- 8) Conducted WebCT and online pedagogy training sessions at the Chicago and Tampa campuses. The sessions targeted both new and existing WebCT faculty and provided instruction on how the course site template can be utilized to meet their teaching needs, program outcomes, students' learning styles, and best practices for online teaching and learning.
- 9) Delivered individual faculty consults to enable them to convert their course from face-to-face to online format.
- 10) Established review process for quality assurance of the online program with an electronic survey for recording feedback.

The following need to be implemented:

- 11) Develop Online Student & Faculty Orientation program that will be integrated into the course template site and allow students and faculty to help themselves with common technical or application-specific issues, thereby reducing the work-load and making the online experience more enjoyable for students and faculty.
- 12) Develop modified tuition payment schedule into (equal payments regardless of number of credits in a term) thereby simplifying the billing and payment process and improving the revenue stream.
- 13) Develop student incentives package to make the online program more attractive to prospective students.
- 14) Develop modified registration process to create single point of contact and reduce student stress by using an online program coordinator to funnel information to students and assist in resolving student administrative questions and problems. The program coordinator will work with the "On-Duty" faculty liaison to address IDS program specific questions.

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