ACADEMIC ALERT #2003-25

DATE: **November, 2003**

DECISION: **National College of Education**

Revised Curriculum and Instruction Degree Programs (M.Ed., M.S. Ed., C.A.S.)

Add new concentrations in: Mathematics Education (Eliminated as a degree program for M.Ed., M.S. Ed., and C.A.S.); Science Education (Eliminated as a degree program for M.Ed., M.S. Ed., and C.A.S; Social Studies Education (coursework exists); Teaching for Conceptual Integration (TCI a newly approved set of coursework); and Personalized Option.

See Academic Alert #2003-24 for the description of the elimination of the M.Ed., M.S. Ed., and C.A.S. degree programs in Mathematics Education and Science Education.

Rationale
The program revision addresses the needs of teachers and schools, aligns with the respective professional association standards, assists NCE in being more fiscally efficient and responsible, and addresses the endorsement needs of teachers as they attempt to show that they are highly qualified in crucial areas of concentrations.

Phase Out of Mathematics Education and Science Education Programs
The numbers of students remaining in these programs will be advised on an individual basis and enabled to complete their degrees or transfer to the Curriculum and Instruction Program.

NCE Graduate Council Approval: May 21, 2003
NCE Curriculum Council Approval: June 4, 2003
Senate Academic Planning Committee Approval: June 12, 2003
Faculty Senate Approval: June 18, 2003

IMPLEMENTATION DATE: Effective Immediately; November 20, 2003

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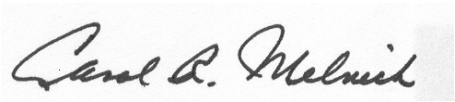

Carol R. Melnick, Ph.D.
Vice Provost

Program Description
The revised M.Ed., M.S.Ed. and C.A.S. degree programs in Curriculum and Instruction now have 7 concentrations instead of two. In addition to the existing concentrations in Language Minority Education and School Nurse Certification, 5 new concentrations are being added. These 5 new concentrations are: Mathematics Education, Science Education, Social Studies Education, Teaching for Conceptual Integration (TCI), and a Personalized Option.

Curriculum and Instruction Degree Programs	**M.Ed.**	**M.S.Ed.**	**C.A.S.**
***Core Course requirements**	**5SH**	**14SH**	**3SH**

***Core remains the same for M.S.Ed. and C.A.S.; core has changed for M.Ed. from 10 SH to 5SH**

Total Program Core Requirements

Course Code	**Course Title**	**Semester Hours**		
		M.Ed.	**M.S.Ed.**	**CAS**
CIC503	Curriculum Design Evaluation	3	3	3
CIC504	Instructional Decision Making	3	3	3
CIC592	Seminar: Educational Inquiries	3	3	3
***Concentration or Electives**		**20**	**13**	**18**
Total Minimum Hours		**34**	**36**	**30**

***The total number of electives for the M.Ed. has increased from 15 SH to 20 SH.**

Changed Core Courses for M.Ed.

ESR505	Educational Inquiry and Assessment	3 SH
EPS541	Cognition and Instruction	2 SH

ESR505 replaces ESR506 and ESR507. EPS541 replaces EPS500 or EPS510

Existing Concentrations (No Changes)

Language Minority Education (Includes English as A Second Language Core, Bilingual Education Core, and Bilingual Special Education approval/endorsement): students complete coursework which supports endorsement and/or approval in ESL and/or Bilingual Education and Bilingual Special Education.

School Nurse Certification: students complete coursework which also supports certification in School Nursing.

Newly Added Concentrations

Mathematics Education
The concentration in Mathematics Education is based on the principles of mathematics teaching and learning expressed by the National Council of Teachers of Mathematics and uses a problem-solving approach to learning rooted in cognitive psychology. It is intended for certified, practicing teachers in grades 3 through 8, who may obtain, if desired, the State of Illinois middle grades mathematics endorsement. The core experiences of the concentration help teachers begin a career-long process of reflecting on the teaching and learning of mathematics.

Mathematics Education Concentration Required Courses

Course Code	Course Title	Semester Hours
MHE485	Advanced Methods for Teaching Middle School Mathematics	3
*MHE501	Topics in Mathematics for Teachers: Number Concepts and Operations in the Elementary and Middle School Mathematics Curriculum (formerly called Teaching Number Concepts and Operations)	3
*MHE502	Topics in Mathematics for Teachers: Algebra (formerly called Teaching Patterns and Algebraic Reasoning)	3
MHE510	Topics in Mathematics for Teachers: Geometry	3
MHE511	Topics in mathematics for Teachers: Number Theory	3
MHE512	Topics in Mathematics for Teachers: Statistics and Probability	3

*Name of course has been changed

Science Education

Educators gain further enrichment, expertise, and confidence in their science content understanding, new learning experiences to fuel their enthusiasm and passion for science and science teaching, and unique opportunities to experiment with, refine, and reflect upon new methodologies and practices to engage children in learning science. The participant's content background in physical, biological, and earth–space sciences is updated while closely integrating critical themes of curriculum, cognition, and instruction and contemporary issues in science education reform. Teachers and other educators describe their own views about teaching and learning, conduct research on their own teaching, and compare, contrast, and revise these views in an effort to understand the nature of exemplary science teaching.

Science Education Concentration Required Courses

Course Code	Course Title	Semester Hours
SCE504+	Teaching for Conceptual Development in Science	3
SCE510	Physics for Teachers (formerly called Physical Science for Teachers)	2*
SCE511	Earth Science for Teachers	2*
SCE512	Biology for Teachers (formerly called Biological Science for Teachers)	2*
SCE521	Astronomy for Teachers	2
SCE525	Learning Science Using Informal Sites: Overview	2
SCE593	Seminar in Science Education: Issues and Trends	3
SCE594	Independent Study/Science	1-3

***Previously offered as 3 SH courses**
+ New SCE Course

Concentration: Social Studies Education

Social Studies Courses are selected in consultation with an advisor.

Teaching for Conceptual Integration (TCI)

Teaching for Conceptual Integration Concentration (TCI), focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, processes, and contexts from multiple subject areas of the school curriculum. TCI is intended for teachers in grades K-6 in self-contained classrooms.

TCI Required Concentration Courses

Course Code	Course Title	Semester Hours
CIT501	Teaching for Conceptual Integration in Reading, Language Arts, and Mathematics	3
CIT502	Teaching for Conceptual Integration in Science and Social Studies	3
CIT503	Teaching for Conceptual Integration in Reading, Language Arts and Social Studies	3
CIT504	Teaching for Conceptual Integration in Mathematics and Science	3
CIT505	Teaching for Conceptual Integration in Reading, Language Arts and Science	3
CIT506	Teaching for Conceptual Integration in Mathematics and Social Studies	3

All CIT courses are new

Personalized Option
The Personalized Option Concentration provides the unique opportunity to customize one's degree program. Students work with their graduate advisor to choose electives that meet their personal/professional needs. Electives may be chosen from a variety of disciplines or concentrated in a particular area, depending on one's personal and professional goals.

Implementation

Darrell Bloom needs to inform SAPC as a point of information that newly approved ESR505 replaces existing ESR506 and ESR507. This can be done in a memorandum.

All revisions must be made to the 2004-2006 catalogue and marketing materials.

It is important that marketing, recruitment and enrollment understand each concentration in order to best attract and serve students.

Numbers of students need to be tracked as part of NCE's strategic plan and for determining viability of the new concentrations.