ACADEMIC ALERT #2004-4

DATE: **May, 2004**
DECISION: **College of Arts and Sciences (CAS)**

Elimination of Master of Adult Education M.Ad.Ed. (ACE Master's) Degree Program; On-Campus, Online; and Professional Certificate (Adult Education)

Elimination of the Master of Arts (M.A.) in Developmental Studies (DVS) Degree Program; and the two concentrations in Mathematics and Reading/Writing; On-Campus, Online; and Professional Certificate (Developmental Studies)

Addition of New Master of Education (M.Ed.) Adult, Continuing and Literacy Education (ACLE) Degree Program; with 2 Concentrations in Adult Literacy and Adult Education Leadership; On-Campus, Online, Blended; and 3 Professional Certificates in Adult Education Administration, Adult Education Facilitating Adult Learning, and Adult Literacy

Rationale
The Adult and Continuing Education (ACE) and Developmental Studies (DVS) departments in the College of Arts and Sciences (CAS) have merged, and faculty have proposed that their two current individual master's level programs be eliminated (Master of Adult Education M.Ad.Ed; and M.A. in DVS) and revised and combined into a single new degree program, an M.Ed. Adult, Continuing and Literacy Education Degree Program with Two (2) Concentrations in Adult Literacy and Adult Education Leadership. Also recommended are three delivery models, on-campus, online, and blended, with elimination of two individual professional certificates in the ACE Master's and DVS Master's respectively and the establishment of 3 Professional Certificates in: Adult Literacy; Administration; and Facilitating Adult Learning. This faculty-initiated change will strengthen the relationship between adult education and literacy education as discipline areas while the combination of the master's programs will serve similar populations as in the past and provide critical mass in course sections.

CAS Curriculum Council Approval: February 4, 2004
Graduate Council Approval: 11/03 – 2/04
Senate Curriculum Approval: April 5, 2004
Senate Academic Planning Committee Approval: April 8, 2004
Faculty Senate Approval: April 30, 2004

Program Authorizations: The M.Ed. ACLE is authorized to be offered in the Chicago Region; North Suburban Region; West Suburban Region; and South Metropolitan Region.

IMPLEMENTATION DATE: Additions Effective Fall Quarter 2004; Eliminations Effective Immediately

CONTACTS: Scipio Colin III Chair of ACLE ext 3326; Linda Sweeney Program Director of Online ACLE ext 3081

SIGNATURE

Carol R. Melnick, Ph.D.
Vice Provost

Course Revisions

The elimination of the ACE and DVS master's programs necessitates the changing of all ACE and DVS course prefixes to ACL prefixes on the graduate level and DVS to ACL on the undergraduate level as well. All ACE and DVS 500 level courses will be changed by the Office of the Registrar to ACL prefixes. All DVS 100 through 400 level course prefixes will be changed by the Office of the Registrar to ACL prefixes. There are no ACE 100 through 400 level courses.

Four **revised** graduate courses have been approved by CAS Curriculum Council, approved by the Office of the Provost and archived in the Office of the Registrar.

ACL501 History and Philosophy of Adult & Literacy Education (formerly ACE501)
ACL522 Social, Cultural & Political Context in Adult and Literacy Ed. (formerly ACE522)
ACL516 Program Planning and Administration (formerly ACE516)
ACL525 Instructional Strategies for Second Language Learners (formerly DVS525)

New titles have been given to the following, **existing** graduate courses:

ACL540 Introduction to Adult and Literacy Education (formerly ACE540)
ACL533 Technology for Adult and Literacy Education (formerly ACE533)
ACL546 Research Methodologies in Adult and Literacy Education (formerly ACE546)

Curriculum

The undergraduate courses formerly labeled DVS, will be offered by the department as "adult literacy within postsecondary institutions relative to cognitive development correlated to course content matriculation" and will most often be taken by students as a result of placement tests administered either upon entry to NLU or following other prescribed coursework (DAL courses) or as a required component of specified NLU programs (FOCUS). The coursework will remain as it is currently offered but will have a change in prefix to ACL effective fall 2004.

The graduate degree program will be offered through 3 delivery models: on-campus, blended, and online. Students in the M.Ed. Adult Continuing and Literacy Education degree program will choose one of these two concentrations: Adult Educational Leadership or Adult Literacy. Professional certificates will be available in Adult Education Administration, Adult Education Facilitating Adult Learning, and Adult Literacy.

Graduate students currently enrolled in the DVS or ACE programs will complete their course of study as ACE or DVS students and receive an M.Ad.Ed. or M.A. degree respectively. Pending all approvals, new applicants will be admitted into the M.Ed ACLE degree program, into cohort groups beginning fall, 2004.

Teach-Out of ACE and DVS Masters and Implementation Plan

For DVS: The current online cohort will finish by the end of December 2004. Courses for Summer 2004 are DVS563RW and DVS590RW. Courses for Fall 2004 are DVS522 and DVS521.

For ACE: The current blended cohort will finish by March 2005. Courses for Summer 2004 are ACE522 and ACE546. Courses for Fall 2004 are ACE 599. Courses for Winter 2005 are ACE530 and ACE590.

Undergraduate courses will not be affected, except that all courses formerly prefixed DVS (there are no undergraduate ACE) will be re-labeled ACL by the Registrar's Office. The doctoral program courses will retain the ACE prefix.

The program will offer three delivery models: On-line and blended programs will be offered in fall 2004. A face-to-face option will be offered at some point in the future.

Admission Process
Cohorts start each Fall. Based on demand, additional cohorts may be formed during the year.

The application for admission includes the following:

- Completed application and non-refundable application fee;
- Official transcripts from all institutions attended, or a transcript showing completion of a master's degree;
- List of three references;
- Personal statement describing the applicant's expectations in the program;
- A critical, written response to a provided text in adult, continuing, and literacy education;
- Standard graduate admission requirements; and
- After receipt and review of all documents by the Graduate School, an interview will be conducted by a faculty member to determine recommendation to the program.

M.Ed. Adult, Continuing and Literacy Education (ACLE) Degree Program

First Term		
ACL540	Introduction to Adult and Literacy Education	1SH
ACL501	History and Philosophy of Adult & Literacy Education	3SH
ACL503	Adult Development and Learning	3SH
Second Term		
ACL561RW **OR** ACL535	Making the Reading/Writing Connection **OR** Training and Adult Education in the Workplace	3SH* 3SH**
ACL533	Technology for Adult & Literacy Ed.	3SH
Third Term		
ACL560RW **OR** ACL510	Theoretical Found. of Reading/Writing at the Post. Level **OR** Instructional Communications	3SH* 3SH**
ACL522	Social, Cultural & Political Context in Adult & Literacy Ed.	3SH
Fourth Term		
ACL546	Research Methodologies in Adult & Literacy Ed.	3SH
ACL562RW **OR** ACL530	Strategies for Teaching Reading & Writing at the Post. Level **OR** Contemporary Issues in Adult & Continuing Ed.	3SH* 3SH**
Fifth Term		
ACL516	Program Planning and Administration	3SH
ACL563RW **OR** ACL599	Analysis & Assess of Read/Write at the Postsecond Level **OR** Inquiry in Adult & Continuing Ed	3SH* 3SH**
Sixth Term		
ACL525 **OR** ACL593	Instructional Strategies for Second Language **OR** Learners Integrative Seminar in Adult & Continuing Ed.	3SH* 3SH**
ACL590RW **OR** ACL590	Internship for Teaching Reading & Writing at the Post. Level **OR** Internship in Adult & Continuing Education	3SH* 3SH**
	TOTAL	**37 hours**

*Adult Literacy Strand **Adult Educational Leadership Strand

Adult, Continuing, and Literacy Education Certificate Programs

The Department of Adult, Continuing, and Literacy Education offers three certificate programs: Adult Education Administration, Adult Education Facilitating Adult Learning, and Adult Literacy. Certificates enable educators of adults, who already have a Master's degree in another field, to obtain grounding in adult education theory or adult literacy, and to apply this knowledge to their educational work. Adult Literacy includes three two hour internships. The certifications provide additional credibility to those who are seeking both enhanced skills and mobility within the fields. Graduate credits acquired through the certification process also apply toward the Master of Education program.

The course sequences are as follows:

Course Requirements – Adult Education Administration		**13SH**
ACL540	Introduction to Adult and Literacy Education	1SH
ACL501	History and Philosophy of Adult & Literacy Education	3SH
ACL503	Adult Development and Learning	3SH
ACL516	Program Planning and Administration	3SH
Electives		3SH

Course Requirements – Adult Education Facilitating Adult Learning		**13SH**
ACL540	Introduction to Adult and Literacy Education	1SH
ACL501	History and Philosophy of Adult & Literacy Education	3SH
ACL503	Adult Development and Learning	3SH
ACL510	Instructional Communications	3SH
Electives		3SH

Course Requirements – Adult Literacy		**19SH**
ACL540	Introduction to Adult and Literacy Education	1SH
ACL561RW	Making the Reading/Writing Connection	3SH
ACL560RW	Theoretical Found. of Reading/Writing at the Postsecondary Level	3SH
ACL562RW	Strategies for Teaching Reading & Writing at the Postsecondary Level	3SH
ACL563RW	Analysis & Assess of Read/Write at the Postsecondary Level	3SH

Internships

ACL591RW	Internship in Reading and Writing at the Postsecondary Level I	2SH
ACL592RW	Internship in Reading and Writing at the Postsecondary Level II	2SH
ACL593RW	Internship in Reading and Writing at the Postsecondary Level III	2SH

Implementation:

The program description and course descriptions need to be in the 2004-2006 catalogue.

Needed as well are marketing materials, and brochures.

IBHE (by Lois Bishop) needs to be informed as a point of information about this new concentration.

Enrollments need to be monitored. Numbers of students need to be tracked as part of CAS's strategic plan and for determining viability of this new concentration.

Collaboration of all appropriate University units to assure successful implementation of the M.Ed. ACLE

- This includes but is not limited to CAS faculty advisors; all Enrollment Management staff--marketing and student services; registrar, admissions, financial aid; OIT; Banner; Center for Online Learning (CoOL).
- Vigilant monitoring of the transition process by the CAS ACLE program faculty with university support, as the old programs are phased out and the new is established.