ACADEMIC ALERT #2011-20

DATE: **July 2011**

DECISION: **National College of Education (NCE)**

Revised M.Ed. Interdisciplinary Studies (IDS) in Curriculum and Instruction
New Name: M.Ed. Teaching, Learning, and Assessment (TLA)
Revised National Board Certification (NBC) Major
Eliminated Action Research and Assessment (ARA) Major

RATIONALE: The program was revised to fit the new 12-week university calendar schedule, and the curriculum updated to better meet the needs of students who are certified teachers. The name was changed to be more contemporary and to more accurately reflect the benefits of the program.

APPROVAL(S): Senate Academic Planning Committee: May 12, 2011
Illinois Board of Higher Education (IBHE): July 22, 2011
Wisconsin Education Approval Board (EAB): July 11, 2011
Florida Council of Independent Education (CIE): July 22, 2011

Current Program Authorizations: The M.Ed. TLA—and M.Ed. IDS during the teach-out— are authorized by the Illinois Board of Higher Education (IBHE) to be offered in NLU's four home campus Illinois Regions: Chicago; North Suburban; South Metropolitan and West Suburban. In addition, the M.Ed. TLA—and M.Ed. IDS during the teach-out—are authorized to be offered in these Illinois regions: Fox Valley; Western; and Central. The M.Ed. TLA—and M.Ed. IDS during the teach-out—are also authorized to be offered in the states of Florida and Wisconsin, and approved to be offered online and blended.

IMPLEMENTATION DATE: Fall Term, 2011
For new M.Ed. TLA students starting on or after September 1, 2011

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SIGNATURE:
Christine J. Quinn
Christine J. Quinn, Ph.D.
Provost

Revised M.Ed. Interdisciplinary Studies (IDS) in Curriculum and Instruction
Now Known as M.Ed. Teaching, Learning, and Assessment (changed program name)

TLA Core Course Requirements: 13SH (19.5 QH)
TLA Core courses are required to be taken by all TLA students regardless of major.

ESR531	Exploring Action Research: Action Research I 2SH/3QH *Formerly ESR510 Action Research I: Purposes, Assumptions, and Practice*
ESR532	Engaging in Action Research: Action Research II 2SH/3QH *Formerly ESR 511 Action Research II: Contextualizing and Analyzing*
ESR533	Continuing Action Research: Action Research III 2SH/3QH *Formerly ESR591Action Research III: Interpreting and Sharing*
ESR534	Completing Action Research: Action Research IV 2SH/3QH *Formerly ESR591 Action Research III: Interpreting and Sharing*
FND509	Building on Educational Foundations 3SH/4.5QH *Formerly Educational Foundations*
TLA541	Assessing Teaching and Learning: Introduction to Assessment 2SH/3QH *Formerly IDS555 Introduction to Assessment*

M.Ed. Teaching, Learning, and Assessment
Core: 13SH/19.5QH
Program: 13SH/19.5QH
Electives: 6SH/9QH
Total: 32SH/48QH

TLA Program Course Requirements 13SH (19.5QH)

TLA543	Reflecting on Teaching, Learning, and Assessment 2SH/3QH *Formerly IDS556 Reflection on Assessment and Learning*
TLA578	Developing School Cultures 2SH/3QH *New Course*
TLA579	Engaging With Critical Multicultural Perspectives 3SH/4.5QH *New Course*
TLA588	Constructing Curriculum for Engaging the Whole Learner 3SH/4.5QH *New Course*
TLA589	Differentiating for Diverse Learners 3SH/4.5QH *New Course*

TLA Electives 6SH/9QH
Students who transfer in credits may take these courses to equal 6SH/9QH; if they transfer in 6SH/9QH they are exempted from having to take these courses. Students need to consult with an advisor.

TLA542	Linking Assessment of Teaching, and Learning: Field Study 1-2SH/1.5-3QH *New Course*
TLA591	Meeting Complex Challenges of Contemporary Classrooms: Field Study 1-2SH/1.5-3QH *Formerly CIC591Field Study/Curriculum and Instruction*
TLA594	Examining Curriculum Perspectives: Independent Study 1-2SH/1.5-3QH *Formerly CIC594 Independent Study/Curriculum and Instruction*

Revised M.Ed. Interdisciplinary Studies in Curriculum and Instruction
Now Known as M.Ed. in Teaching, Learning, and Assessment

Course Code	**Course Title**	**SH [QH]**
ESR 531 *Formerly ESR510*	Exploring Action Research: Action Research I *Formerly Action Research I: Purposes, Assumptions, and Practice*	2 [3]
ESR 532 *Formerly ESR511*	Engaging in Action Research: Action Research II *Formerly Action Research II: Contextualizing and Analyzing*	2 [3]
ESR 533 *Formerly ESR591*	Continuing Action Research: Action Research III *Formerly Action Research III: Interpreting and Sharing*	2 [3]
ESR 534 *Formerly ESR591*	Completing Action Research: Action Research IV *Formerly Action Research III: Interpreting and Sharing*	2 [3]
FND 509	Building on Educational Foundations *Formerly Educational Foundations*	3 [4.5]
TLA 541 *Formerly IDS555*	Assessing Teaching and Learning: Introduction to Assessment *Formerly Introduction to Assessment*	2 [3]
TLA 542	Linking Assessment of Teaching and Learning: Field Study *New Course*	2 [3]
TLA 543 *Formerly IDS556*	Reflecting on Teaching, Learning, and Assessment *Formerly Reflection on Assessment and Learning*	2 [3]
TLA 578	Developing School Cultures *New Course*	2 [3]
TLA 579	Engaging With Critical Multicultural Perspectives *New Course*	3 [4.5]
TLA 588	Constructing Curriculum for Engaging the Whole Learner *New Course*	3 [4.5]
TLA 589	Differentiating for Diverse Learners *New Course*	3 [4.5]
TLA 591 *Formerly CIC591*	Meeting Complex Challenges of Contemporary Classrooms: Field Study *Formerly Field Study/Curriculum and Instruction*	2 [3]
TLA 594 *Formerly CIC594*	Examining Curriculum Perspectives: Independent Study *Formerly Independent Study: Curriculum and Instruction*	2 [3]
	Total Hours Required for Degree Remains the Same	**32 SH/48 QH**

M.Ed. Teaching, Learning, and Assessment with National Board Certification (TLA-NBC) Major
Core: 13SH/19.5Q
Program: 15SH/22.5QH
Electives: 4SH/-6QH
Total: 32SH/48QH

NBC Program Course Requirements 15SH/22.5QH

TLA 515	Overview of the National Board for Professional Teaching Standards (NBPTS) and Planning for Related Instructional Activities 2SH/3QH *Formerly IDS582A Introduction to the National Board for Professional Teaching Standards*
TLA 516	Preparation of Entries for the National Board for Professional Teaching Standards (NBPTS) 3SH/4.5QH *Formerly IDS582B Preparation for the National Board for Professional Teaching Standards*
TLA 517	Portfolio Entries and Assessment Center Preparation for the National Board for Professional Teaching Standards (NBPTS) 2SH/3QH *Formerly IDS583C Demonstrating the National Board for Professional Teaching Standards*
TLA543	Reflecting on Teaching, Learning, and Assessment 2SH/3QH *Formerly Reflection on Assessment and Learning*
TLA579	Engaging with Critical Multicultural Perspectives 3SH/4.5QH *New Course*
TLA589	Differentiating for Diverse Learners 3SH/4.5QH *New Course*

Electives 4SH/6QH
Students who transfer in credits may take these courses to equal 3SH/6QH; if they transfer in 3SH/6QH they are exempted from having to take these courses. Students need to consult with an advisor.

TLA591	Meeting Complex Challenges of Contemporary Classrooms: Field Study 1-2SH/1.5-3QH *Formerly Field Study/Curriculum and Instruction*
TLA594	Examining Curriculum Perspectives: Independent Study 1-2SH/1.5-3QH *Formerly Independent Study/Curriculum and Instruction*

Revised M.Ed. Interdisciplinary Studies in Curriculum and Instruction
Now Known as M.Ed. Teaching, Learning, and Assessment

With M.Ed. TLA National Board Certification (NBC) Major

Course Code	**Course Title**	**SH [QH]**
ESR531 *Formerly ESR510*	Exploring Action Research: Action Research I *Formerly Action Research I: Purposes, Assumptions, and Practice*	2 [3]
ESR532 *Formerly ESR511*	Engaging in Action Research: Action Research II *Formerly Action Research II: Contextualizing and Analyzing*	2 [3]
ESR533 *Formerly ESR591*	Continuing Action Research: Action Research III *Formerly Action Research III: Interpreting and Sharing*	2 [3]
ESR534 *Formerly ESR591*	Completing Action Research: Action Research IV *Formerly Action Research III: Interpreting and Sharing*	2 [3]
FND509	Building on Educational Foundations *Formerly Educational Foundations*	3 [4.5]
TLA515 *Formerly IDS582A*	Overview of the National Board for Professional Teaching Standards *Formerly Introduction to the National Board for Professional Teaching Standards*	2 [3]
TLA516 *Formerly IDS582B*	Preparation of Entries for National Board for Professional Teaching Standards *Formerly Preparation for the National Board for Professional Teaching Standard*	3 [4.5]
TLA517 *Formerly IDS583C*	Portfolio Entries and Assessment Center Preparation for NBPTS *Formerly Demonstrating the National Board for Professional Teaching Standard*	2[3]
TLA 541 *Formerly IDS555*	Assessing Teaching and Learning: Introduction to Assessment *Formerly Introduction to Assessment*	2 [3]
TLA543 *Formerly ID556*	Reflecting on Teaching, Learning, and Assessment *Formerly Reflection on Assessment and Learning*	2 [3]
TLA 579	Engaging With Critical Multicultural Perspectives *New Course*	3 [4.5]
TLA 589	Differentiating for Diverse Learners *New Course*	3 [4.5]
TLA 591 *Formerly CIC591*	Meeting Complex Challenges of Contemporary Classrooms: Field Study *Formerly Field Study/Curriculum and Instruction*	2 [3]
TLA 594 *Formerly CIC594*	Examining Curriculum Perspectives: Independent Study *Formerly Independent Study: Curriculum and Instruction*	2 [3]
	Total Hours Required for Degree Remains the Same	**32SH/48 QH**

New Courses
TLA542 Linking Assessment of Teaching and Learning: Field Study
TLA578 Developing School Cultures
Replaces EPS527 Group Theory and Classroom Applications
TLA579 Engaging with Critical Multicultural Perspectives
Replaces CIL531 Cross-Cultural Education
TLA588 Constructing Curriculum for Engaging the Whole Learner
Replaces CIC528 Curriculum and Instruction I: Theories, Foundations and Contexts
TLA589 Differentiating for Diverse Learners

Revised Courses
ESR531 Exploring Action Research: Action Research I
Formerly ESR510 Action Research I: Purposes, Assumptions, and Practice
ESR532 Engaging in Action Research: Action Research II
Formerly ESR511 Action Research II: Contextualizing and Analyzing
ESR533 Continuing Action Research: Action Research III
Formerly ESR591 Action Research III: Interpreting and Sharing
ESR534 Completing Action Research: Action Research IV
Formerly ESR591 Action Research III: Interpreting and Sharing
FND509 Building on Educational Foundations
Formerly FND509 Educational Foundations
TLA541 Assessing Teaching and Learning: Introduction to Assessment
Formerly IDS555 Introduction to Assessment
TLA543 Reflecting on Teaching, Learning, and Assessment
Formerly IDS556 Reflection on Assessment and Learning
TLA591 Meeting Complex Challenges of Contemporary Classrooms: Field Study
Formerly CIC591 Field Study/Curriculum and Instruction
TLA594 Examining Curriculum Perspectives: Independent Study
Formerly CIC594 Independent Study/Curriculum and Instruction
TLA515 Overview of the National Board for Professional Teaching Standards (NBPTS) and Planning for Related Instructional Activities
Formerly IDS582A Introduction to the National Board for Professional Teaching Standards
TLA516 Preparation of Entries for NBPTS
Formerly IDS582B Preparation for the National Board for Professional Teaching Standards
TLA517 Portfolio Entries and Assessment Center Preparation for NBPTS
Formerly IDS583C Demonstrating the National Board for Professional Teaching Standards

Inactivated Courses from Program and Catalog after Teach-Out
CIC528 Curriculum and Instruction I: Theories, Foundations, and Contexts
CIC529 Curriculum and Instruction II: Analysis and Application
CIC591 Field Study/Curriculum and Instruction
CIC594 Independent Study/Curriculum and Instruction
CIL531 Cross-Cultural Education
EPS527 Group Theory and Classroom Applications
EPS528 Human Development and Learning
ESR510 Action Research I: Purposes, Assumptions, and Practice
ESR511 Action Research II: Contextualizing and Analyzing
ESR591 Action Research III: Interpreting and Sharing
IDS555 Introduction to Assessment
IDS556 Reflection on Assessment and Learning
IDS582A Introduction to the National Board for Professional Teaching Standards
IDS582BPreparation for the National Board for Professional Teaching Standards
IDS 583C Demonstrating the National Board for Professional Teaching Standards

Teach-Out of M.Ed. IDS

FL IDS Cohorts				
Cohort #	Start Date	End Date	Instructor	Reader
TA107	10/2/10	6/16/12	Anna Silberg	Marie Nelson
TA115	1/11/10	11/7/11	Luz Carime Bersch/ Anne Sullivan	Anne Sullivan
TA116	12/8/09	8/20/11	Anne Sullivan/Anna Tsambis	Anna Tsambis
TA117	9/28/09	5/16/11	Marie Nelson	Luz Carime Bersch
TA120	9/30/10	5/10/12	Luz Carime Bersch	

IL IDS Cohorts				
Cohort #	Start Date	End Date	Instructor	Reader
CH048	7/20/10	3/27/12	Sara K. Schneider	Joe Fischer
CH049	10/6/10	6/27/12	Suzanne Martinez	
EL020	5/11/10	2/14/12	Anne Bennison	Sara K. Schneider
EL022	11/16/09	11/18/11	W. Nikola-Lisa	Fletcher DuBois
EL023	1/11/10	8/6/12	Eleanor Binstock	
LI035	5/18/10	5/15/12	Tom Fox	Lorri Davis
L!036	2/22/10	12/19/11	Sara K. Schneider	Anne Bennison
LI038	12/26/10	6/26/12	Susan Handler	Sara K. Schneider
WH027	10/12/10	6/5/12	Lorri Davis	Tom Fox

WI IDS Cohorts				
Cohort #	Start Date	End Date	Instructor	Reader
BE027	5/18/09	5/2/11	Ruth Peach	Karen Tardrew
BE028	11/23/09	6/29/11	Karen Tardrew	Ruth Peach
BE029	11/24/09	6/21/11	Dory Lightfoot	Karen Tardrew
BE032	11/16/10	7/31/12	Ruth Peach	Dory Lightfoot
BE033	5/17/11	6/28/12	Karen Tardrew	Ruth Peach
MI061	1/7/10	8/4/11	Sharon Brown	Anna Silberg
MI062	9/24/09	7/7/11	Joel Heim	Shannon Hart
MI063	11/16/09	7/25/11	Mike Taylor	Mary Hauser
MI065	9/30/09	7/13/11	Maya Levanon	Shannon Hart
MI067	10/7/09	7/20/11	Anna Silberg	Shannon Hart
MI069	11/17/09	7/19/11	Shannon Hart	Maya Levanon
MI070	5/17/10	3/12/12	Emmy Theisen	Geri Chesner
MI071	5/12/10	3/28/12	Pamela Schroeder	Maya Levanon
MI073	4/28/10	3/7/12	Joe Becker	Geri Chesner
MI074	5/26/10	2/15/12	Joel Heim	Geri Chesner
MI075	3/24/11	12/20/12	Anne Bennison	Maya Levanon
MI078	11/30/10	7/31/12	Anna Silberg	Geri Chesner
MI079	5/2/11	7/23/12	Dory Lightfoot	Anna Silberg
MI080	1/17/11	7/16/12	Geri Chesner	Karen Tardrew

Online IDS Cohorts				
Cohort #	Start Date	End Date	Instructor	Reader
NT004	4/5/10	11/28/11	Shannon Hart	Sue Hansen
NT005	9/13/10	6/11/12	Eleanor Binstock	W. Nikola-Lisa

Students who are away from the University for more than 1 year will need to complete a re-entry form and will be re-evaluated according to the degree requirements currently in effect upon re-entry. Students who have been inactive for more than 5 years will have to submit a new application with supporting credentials to the Office of Admissions. With regard to students who stopped out of the program, a faculty advisor must work closely with returning students and the Registrar's Office to determine what courses remain to be taken to complete requirements for the program in existence at the time of reentry or readmission.

Implementation
Changes need to be entered in Banner, CAPP and/or NLU web pages as appropriate.

Staff in the Registrar's Office, Admissions, Advising, Enrollment Management, and Marketing need to be knowledgeable about the changes.

The revised catalog copy will be written by the Assistant Registrar for Schedules and Catalogs and submitted to the Office of the Provost and program chair for review and approval for the next catalog, 2012-2013.