



MEMORANDUM

**To:** Donna E. Shalala, President

**From:** Richard L. Williamson  
Chair, Faculty Senate

A handwritten signature in black ink, appearing to read 'Richard L. Williamson'.

**Date:** March 24, 2011

**Subject:** Faculty Senate Legislation #2010-09(B) – Repeal the Requirement for Elementary Education Majors to Carry a Second Major Outside the Department of Teaching and Learning in the School of Education

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At its March 23, 2011 meeting, the Faculty Senate approved the proposal to repeal the requirement for Elementary Education majors to carry a second major outside the department of Teaching and Learning in the School of Education. As the proposal states, the effect of this change is to “strengthen the elementary education program with approximately 12 credits focusing on pedagogy related to special education and other diversity issues, and also to require students to take a 15-18 credit minor in a department outside of TAL.”

This does not change the requirement for a second major for Secondary Education teacher candidates.

The proposal is enclosed for your reference.

This legislation is now forwarded to you for your action.

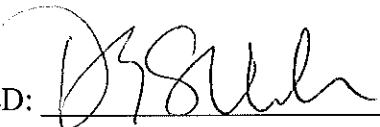
RW/rh

Enclosure (Proposal as presented to the Faculty Senate)

cc: Thomas LeBlanc, Executive Vice President and Provost  
Isaac Prilleltensky, Dean, School of Education  
Elizabeth Harry, Professor, Teaching and Learning  
Shawn Post-Klauber, Associate Professor, Teaching and Learning

CAPSULE: Faculty Senate Legislation #2010-09(B) – Repeal the Requirement for Elementary Education Majors to Carry a Second Major Outside the Department of Teaching and Learning in the School of Education

**PRESIDENT'S RESPONSE**

APPROVED:  DATE: April 8 2011  
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN PRILLETENSKY

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY  
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

**From:** Harry, Elizabeth G.  
**Sent:** Monday, February 28, 2011 12:04 PM  
**To:** Faculty Senate Office  
**Cc:** Prilleltensky, Isaac; Moore, Robert F.; Post-Klauber, Shawn A.; Whisenant, Warren A  
**Subject:** TAL proposal to repeal dual major requirement

Dear Professor Williamson,

On behalf of my colleagues in the Department of Teaching and Learning, I'm writing to inform you of the steps we have taken since our discussion with the General Welfare Committee on November 10, 2010.

We have followed the advice of the Committee by (a) meeting with our colleagues in the College of Arts and Sciences, and (b) revising the program sheet for our teacher preparation program to indicate more clearly (i) that we will require a minor in a field external to TAL (ii) the new courses that will be included in the elementary education major, and (iii) the total number of credits that will be required.

We are once more submitting our proposal to the GWC since we believe we have completed the tasks required of us by the Committee. I have sent Robyn Hardman a revised chart showing the required changes and also an updated chart of comparable institutions that require or do not require a dual major for elementary education majors. The statement of our proposal is also somewhat more detailed than the first one we submitted.

Our conversations with the CAS faculty warrant some more information. First, we attended the CAS School Council meeting on January 31, at which a discussion of pros and cons was followed by a vote that was overwhelmingly in favor of moving the conversation forward to the CAS faculty meeting. On February 15, we attended the CAS meeting. The conversation there was similar to that of the School Council, with comments offered both for and against our proposal. Dean Bachas called for a vote, which, as he has reported to you, resulted in some 11 votes in favor of and 7 against our proposal. Dean Bachas reported to us that, after the vote took place, concerns were expressed that there was not a quorum.

With respect, I would like to observe that we approached our colleagues in the CAS on the assumption that we wanted their support as colleagues, but not that they were being accorded the power to approve or disapprove our proposal. Also, with regard to the question of a quorum, a bit more detail on that afternoon's business might provide

some insight: We arrived at 4.30 p.m., as scheduled, but Provost LeBlanc was addressing the meeting and did not conclude until 5p.m. During the Provost's address several people left the meeting and as we were entering at 5 p.m, many more were exiting, leaving about half the number that was there at the start. The discussion was lively on both sides and I believe that those who were most interested in the topic remained for the vote, which took place at approximately 5.30 p.m. I would like to request that the GWC take full account of these circumstances.

We thank you for your consideration of this proposal.

Respectfully,

*Beth Harry, Ph.D.,*

Professor and Chair, Department of Teaching and Learning

Co-Director, Project INCLUDE

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**UNIVERSITY OF MIAMI**

**SCHOOL OF EDUCATION, DEPARTMENT OF TEACHING AND LEARNING**

**PROPOSAL TO REPEAL THE REQUIREMENT FOR ELEMENTARY EDUCATION MAJORS TO CARRY A  
SECOND MAJOR OUTSIDE OF THE DEPARTMENT OF TEACHING AND LEARNING**

**February 24, 2011**

More than twenty years ago the School of Education and the College of Arts and Sciences agreed that Education majors would be required to have a second major in an academic discipline in order to ensure academic rigor. Thus, students pursuing an Elementary Education major also pursue and complete a second major, most often, but not necessarily, in the College of Arts and Sciences. In 2009, the Department graduated 68 Elementary Education majors, over 70% of whom carried Psychology as their second major.

The present proposal requests the Faculty Senate's approval for the repeal of the requirement for a second major. This request from the Department of Teaching and Learning (TAL) was supported by a unanimous vote of the School of Education's School Council on March 1, 2010. This change would allow us to strengthen the elementary education program with an estimated 12 credits focusing on pedagogy related to special education and other diversity issues, and also to require students to take a 15-18 credit minor in a department outside of TAL. Students who wish to take a second major would also be able to do so. We are not requesting any change to the requirement for a second major for Secondary Education teacher candidates.

We offer three main lines of reasoning for the proposed change: First, the field of education is now recognized as a field in its own right and the faculty in the department are highly qualified to make decisions about its teacher preparation program; second, the increasing diversity of the public schools has resulted in federal and state mandates that require increased content and pedagogical knowledge from the field of education; third, the vision of more inclusive public schooling now requires teachers to address the needs of a wide range of students who formerly were relegated to separate programming provided by special education. We will also show how the requirement for a second major severely restricts our

ability to respond to these mandates and needs. We present more specific support for each of these arguments below.

### *TAL Faculty as Experts in the Field of Education*

Over the past several decades, the field of Education has developed a solid knowledge base supported by extensive research in curriculum and instruction, making it well acknowledged as a discipline in its own right. At UM, the Department of Teaching and Learning has earned high recognition in nation-wide ranking by Academic Analytics for the level of its faculty productivity, and in 2007 was ranked as follows: First in Curriculum and Instruction, 3<sup>rd</sup> in Math Education, and 4<sup>th</sup> in Educational Research and Evaluation (*Chronicle of Higher Education*, 2007). In subsequent years, the department has continued to be ranked among the top 4 in the nation. The department contains 3 areas of specialization – Language, Literacy and Learning in Multilingual Communities, Math/Science Education, and Special Education. Tenure track faculty comprise 7 full Professors, 4 Associate Professors, and 3 Assistant Professors, whose research includes studies of pedagogy in Reading, Mathematics, Science, Social Studies, and Bilingual Education, as well as issues of how diversity in language, culture, socio-economic status and a range of learning abilities and disabilities impact children’s schooling. In 2010, the School of Education was ranked within the top 50 Schools of Education by US News and World Report.

### *Federal and State Mandates Regarding Diversity and Teacher Accountability*

Based on well established evidence-based pedagogical practices in the areas noted above, the Department of Teaching and Learning prepares undergraduates to be effective teachers in America’s increasingly diverse public schools. In all states, teacher preparation programs have come under close scrutiny by their State Departments of Education. As a result, the Department of Teaching and Learning must be accountable to federal and state mandates regarding teacher preparation and must also be responsive to the needs of the local school district. The state of Florida is one of the most prescriptive in its teacher preparation requirements and has devised one set of educational standards for all students in public schools, including speakers of languages other than English and those with disabilities. Thus, in

1998, Florida became the first state to require elementary education majors to obtain an ESOL (English for Speakers of Other Languages) Endorsement as part of their program of study.

Additionally, Florida is the only state that requires (a) that teacher candidates provide evidence of their public school (P-12) students' learning, in order for the teacher preparation program to retain its accreditation and (b) that the outcomes of public school students on the state-wide testing (FCAT) be tracked by teacher for 3-5 years post graduation. Thus, Schools of Education are under tremendous pressure to ensure pedagogical efficacy of their teacher candidates and program completers. According to the recently released *2011 Quality Counts: Uncertain Forecast* report issued by *Education Week (1/11/11)* "All teacher education programs should be accountable for –and their accreditation contingent upon – how well they address the needs of schools and help improve P-12 student learning."

#### *The Mandate for Addressing Special Needs*

The emphasis on addressing diverse needs goes well beyond demographic diversity. The past 10 years have seen a nation-wide shift from separate streams for general and special education students toward the inclusion of children with a wide range of learning difficulties in general education classrooms. Indeed, a key issue in the current debate regarding the impending reauthorization of the Elementary and Secondary Education Act (ESEA) asks whether the Individuals with Disabilities Education Act (IDEA) should be reworked to further align with ESEA, and how else the law might be improved to better meet the needs of students with disabilities. One of the areas targeted for alignment is the area of teacher preparation and professional development for in-service teachers, with the aim of encouraging the field to prepare teachers to address the realities of inclusive classrooms.

Another factor impacting the placement of students with disabilities is the mandate in the 2004 re-authorization of the Individuals with Disabilities Education Act (IDEA) that all students designated as having disabilities should be served in general education classrooms no less than 60-80 percent of the day. This means that all general education teachers will be teaching children with, at least, mild learning difficulties such as Specific Learning Disability, Emotional/Behavior Disorder, and Speech and Language Impairments; children with more severe challenges such as autism and other conditions may also be included in general education classrooms in some school districts. Our current program does not prepare students for these responsibilities.

This shift to inclusive classrooms is officially endorsed by the US Department of Education through its recent award of a 5-year grant of \$1.5 million to Education departments in 9 Universities for the purpose of restructuring undergraduate programs to prepare students for teaching in such classrooms. hD 's Department of Teaching and Learning was awarded one of these grants in October of 2010 and has embarked on an intensive process of curriculum analysis and restructuring. The goal of Project INCLUDE (Inclusive, Collaborative Leaders United for Diversity in Education) is to develop a merged program in which all elementary education majors learn the full range of knowledge and skills they will need. Upon graduation, all elementary majors will meet the requirements for State certification in both general and special education.

*Program Adjustments Needed to Meet these Challenges*

In response to the challenges outlined above, it is becoming much less common for Schools of Education to require education majors to carry a double-major (see attachment #2: Comparison of teacher preparation programs). In the case of students in TAL, the requirement for a second major means that students' education program must be limited to approximately 45 credits, specified as follows (see Attachment # 3): A minimum of 33 credits of course work in



elementary education (which includes 6 credits for endorsement in English for Speakers of Other Languages), and 12 credits of Associate Teaching, during which seniors spend a full semester in a teaching position in a Miami Dade public school. Thus, the program does not leave room for much needed content, such as educational assessment strategies; pedagogical strategies for differentiating instruction to meet the needs of students with special needs; infusing technology into the curriculum (including assistive technology for children with disabilities); and a range of content knowledge and pedagogical skills tailored to the increasing linguistic, cultural, and personal diversity of children in public schools. By dropping the requirement for a second major, we will be able to include specific content knowledge in the amount of 12-15 credits, and also require a 12-15 credit minor in a department external to TAL. The former is reflected in our program sheet under the heading "area of specialization", although our restructuring decisions may result in some reconfiguration of these credits.

The proposed change will not place elementary education majors at any disadvantage since they will still be required to complete 36-39 credits of General Education, which provides the knowledge base contained in the State of Florida's teacher certification examinations that teachers sit at the end of their program. Moreover, dAL's restructuring process includes a focus on ensuring that a high level of disciplinary quality is present in the methods courses. To support this aim, the funding for our restructuring grant includes on-going collaboration with 4 colleagues from the College of Arts and Sciences. The 15-18 credit minor will further support students' disciplinary knowledge.

In conclusion, we are certain that, by releasing our elementary education majors from the requirement for a second major, we will succeed in engaging our students in a program of study that will enable them to be more competitive in their career development and more efficacious in the daily practice of their profession. We therefore respectfully submit this request to the Faculty Senate to repeal the requirement for a double major for Elementary Education majors.

Elizabeth Harry, Ph.D.,

Professor and Chair, Department of Teaching and Learning

## Comparison of Undergraduate Programs Leading to Certification in Elementary Education

Institution	Elementary Education Credit Hours	Special Education-Focused Credit Hours	Second Major Requirement Yes/No	Notes
<b>Nationally Ranked Private Institutions</b>				
<b>Columbia University: Barnard College Education Program</b>	28	N/A	No	Program requires 100 hours of field experience and 200 hours of student teaching. Does not have dual certification for special education/ general education.
<b>NYU: Steinhardt School of Culture, Education, and Human Development</b>	40	22	No	Internship in both Special Education and Elementary settings required.
<b>Boston College: Lynch School of Education</b>	50	3	No	The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades one-six.
<b>Duke University: Department of Teacher Education Programs</b>	48	3	No	
<b>Emory University: Division of Educational Studies</b>	43	3	No	
<b>Brandeis University: Education Program</b>	27	3	No	"Education studies" is offered as a major that does not require a second major." Teacher education "is only offered as a minor and requires a major.
<b>Syracuse University: School of Education</b>	90-98	Not specified	Yes and No	This Inclusive Elementary and Special Education program requires that students have a concentration or major in Arts and Sciences with no less than 30 credits earned. The Inclusive Early Childhood/Special

	<p>Education degree does not require any other concentration.</p>				
<p><b>University of Rochester: Warner School of Education</b></p>	<p>Offers non-degree programs in teaching and curriculum that lead to certification. All degree programs in Warner school of education are for Masters and PhD level. Education courses are offered throughout different departments (ie Biology, Chemistry).</p>	<p>Yes</p>	<p>N/A</p>	<p>N/A</p>	<p>Students must combine a major in elementary education with a second major in the liberal arts, an interdisciplinary major, or another major offered by Peabody College. Course work beyond the standard 120-hour program may be required for some double majors.</p>
<p><b>University of Southern California: USC Rossier School of Education</b></p>	<p>No majors offered in education. One minor offered: 'Education in a Pluralistic Society'. Must be combined with a major."</p>	<p>Yes</p>	<p>N/A</p>	<p>N/A</p>	
<p><b>Tulane University: Teacher Preparation and Certification</b></p>	<p>Program offers certification in early childhood and secondary education. Early childhood certification is in combination with a BA in early childhood through Psychology department.</p>	<p>Yes</p>	<p>0</p>	<p>26</p>	
<p><b>Case Western Reserve University: Teacher Licensure</b></p>	<p>This program is only offered for certification in art and music</p>	<p>Yes</p>			
<p><b>Rice University: Education Certification</b></p>	<p>Certification is supplemental to a major and students can apply after their Sophomore year. Certification requires 45 hours of field work.</p>	<p>Yes</p>	<p>0</p>	<p>15</p>	
<p><b>University of Miami: School of Education</b></p>	<p>Certification in elementary education (general only)</p>	<p>Yes</p>	<p>3</p>	<p>45</p>	<p>Proposed: Dual certification general and special elementary education                  External minor required</p>
<p><b>Vanderbilt: Peabody College of Education and Human Development</b></p>		<p>Yes</p>	<p>3</p>	<p>43</p>	

Nationally Ranked Public Institutions					
<b>Texas A&amp; M: School of Education</b>	20	33	No	Students in the Special education program receive certifications in ESL, general education pk-6 and special education pk-12.	
<b>University of Texas at Austin: School of Education</b>	33	24	No	Offers 3 different degrees: Special education (pk-12), Elementary Education (K-6) and Elementary Education/ESL (K-6)	
<b>UW-Madison: School of Education</b>	55	3	No		
<b>U Michigan-Ann Arbor: School of Education</b>	55	1	No		
<b>U of Arizona: College of Education, Department of Teaching, Learning &amp; Sociocultural Studies</b>	60	3	No		
<b>University of Florida: College of Education</b>	99	9	No	5- year Teacher Education Program - B.S/M.Ed.	
<b>UNC-Chapel Hill: School of Education</b>	55	3	Yes	Students must take 24 to 39 credits in an area of concentration (arts, language/literature, math/science, or social studies).	

Institutions reviewed that do not offer an undergraduate program leading to certification in elementary education:

USC Rossier School of Education and the University of Rochester Warner School of Education: No undergraduate education programs offered.

Northwestern School of Education & Social Policy, Brown University Department of Education, Rice University School of Science & Technology: Center for Education: No undergraduate program offered in Elementary Education.

University of Miami  
 School of Education  
 Department of Teaching and Learning

Name \_\_\_\_\_

I.D. # \_\_\_\_\_

## DRAFT

### MAJOR IN ELEMENTARY EDUCATION / ESE / ESOL ENDORSEMENT

Degree Requirements: Bachelor of Science in Education

**GENERAL EDUCATION REQUIREMENTS (36- 39 cr.)**

**A. English Composition** (6 cr.)

ENG 105	Composition I	3	
ENG 106	Composition II	3	

**B. People and Society** (9 cr.)

TAL 101/360		3	
_____	_____	_____	
_____	_____	_____	

**C. Arts and Humanities** (12 cr.)

**Fine Arts** (6 cr.)

*TAL 324	Education and the Arts	3	
_____	_____	_____	

Humanities		(6 cr.)	
_____	_____	_____	
_____	_____	_____	

**D. Mathematics** (3-6 cr.)

MTH 113	Finite Mathematics	3	
_____	_____	_____	

**E. Natural World** (6 cr.)

_____	_____	_____	
_____	_____	_____	

NOTE: Students are required to take 5 writing intensive courses.

NOTE: No more than 6 credits may be taken in one department to satisfy general education requirements.

\*NOTE: TAL 324 is strongly recommended.

\*NOTE: Only 2 required TAL courses may be used to meet general education requirements.

\* NOTE: Fall/Spring (F/S) course offerings may vary and will be determined by the department.

Revised: January 25, 2011 (msj)

**ELEMENTARY EDUCATION /ESOL REQUIREMENTS (42 cr.)**

*TAL 101	Social & Cultural Foundations of Ed.	(3)	
OR			
*TAL 360	Education and American Culture	(3)	
TAL 103	Psychological Foundations of Ed.	3	
TAL 305	Classroom and Behavior Management	3	
TAL 308	Language Development for Linguistically and Culturally Diverse Children	3	
TAL 320	Intro. to Literacy Assess. & Instruction in Elementary School	3	
TAL 321	Lang. Arts Instruct. in the Elementary School	3	
TAL 422	Mathematics instruction in the Elementary School	3	
TAL 423	Science & Social Studies Instruction in the Elementary School	3	
TAL 425	Inclusive Classrooms in the Elementary School	3	
TAL 426	Practicum in Reading	3	
TAL 428	ESOL Curriculum, Methods, and Assessment	3	

TAL 470	Associate Teaching in the Elem. School	9	
TAL 480	Seminar on Teaching	3	

**AREA OF SPECIALIZATION: ESED (12 credits)**

TAL 330	Educating Exceptional Students	3	
TAL 332	Assessment of Exceptional Students	3	
TAL 432	Inclusive Models of Teaching	3	
TAL 434	Special Instructional Methods/transition	3	

**OUTSIDE MINOR**

_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

**ELECTIVES (to bring total to 120 credits)**

_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

**Recommended Elective(s):**

TAL 203	Children's Literature (Humanities)	3	
COS 211	Public Speaking (Fine Art)	3	

UNIVERSITY OF MIAMI

COLLEGE of  
ARTS & SCIENCES



Office of the Dean

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TO: Richard Williamson, Chair  
Faculty Senate

FROM: Leonidas G. Bachas, Dean  
College of Arts & Sciences

DATE: February 16, 2011

SUBJECT: Proposal from the School of Education

I write to report to the Senate the outcome of action at the meeting of the College of Arts and Sciences faculty in which action occurred on the proposal from the School of Education to repeal the second major requirement for its Elementary Education Majors. In accord with College bylaws, this proposal was earlier brought before the A&S Council at its meeting on January 31, 2011. At that meeting, the Council voted in favor of forwarding the proposal to the full College faculty for its review and vote. The College faculty met on Tuesday, February 15, 2011 to discuss and vote on the proposal. After discussion, the faculty voted in favor of the proposal by a count of 11 - 7. After the vote, one faculty member indicated that at the time of the vote a quorum of the full faculty was no longer present. The meeting concluded with an understanding on the part of most faculty that because there was no quorum, the action taken did not constitute valid business.

If I may be of further assistance, please do not hesitate to contact me.

cc: Isaac Prilleltensky, Dean  
School of Education



October 1, 2010

To: Faculty Senate, University of Miami

From: Walter G. Secada, Professor  
Senior Associate Dean, School of Education

A handwritten signature in black ink, appearing to read "Walter G. Secada".

Re: Repeal of requirement that all elementary education students carry a second major outside of the Department of Teaching and Learning

Unfortunately, Dean Prilleltensky is on travel this week. I am submitting this letter on his behalf. If you wish, he will submit his own letter when he returns to the campus.

At its meeting of March 1, 2010, the School of Education Council unanimously approved the motion brought to it by the Department of Teaching and Learning repealing the requirement that all elementary education majors carry a second major outside of the Department.

Given the increased pressure that is placed on elementary teachers to teach *all* students well, it is imperative that our undergraduate students have the opportunities to strengthen their technical knowledge and skills on pedagogical practices that will allow them to deal with student diversity in the classroom. As currently constituted, the program is unable to help students develop those skills. By repealing this requirement, you allow the School of Education and the Department of Teaching and Learning to strengthen the programs that are offered at the University of Miami to our undergraduate students.