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MEMORANDUM

To: Donna E. Shalala, President

From: Richard L. Williamson
Chair, Faculty Senate

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

Date: April 25, 2012

Subject: Faculty Senate Legislation #2011-58(B) – Reactivate and Update the Reading (Ed.S) and Reading (M.S.Ed.) Programs offered by the Department of Teaching and Learning, School of Education and Human Development

At its April 18, 2012 meeting, the Faculty Senate unanimously approved the proposal to reactivate and update the Reading (Ed.S) and Reading (M.S.Ed.) Programs offered by the Department of Teaching and Learning, School of Education and Human Development.

The supporting materials are enclosed for your reference.

This legislation is now forwarded to you for your action.

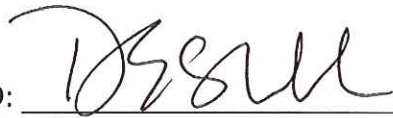
RW/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost
Isaac Prilleltensky, Dean, School of Education and Human Development
Elizabeth Harry, Professor, School of Education and Human Development
Jeanne Schumm, Professor, School of Education and Human Development

CAPSULE: Faculty Senate #2011-58(B) – Reactivate and Update the Reading (Ed.S) and Reading (M.S.Ed.) Programs offered by the Department of Teaching and Learning, School of Education and Human Development

PRESIDENT'S RESPONSE

APPROVED:  DATE: 4/30/12
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN PRILLECTENSKY

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

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

Demand

The Department of Teaching and Learning has had a strong record of recruiting students in graduate programs in Reading. Since 1988, 497 students have graduated with an M.S.Ed. or Ed.S. in reading from the University of Miami. Of these graduates, 118 are African Americans, 189 are Latino/a, 166 are white, 3 are Asian/Pacific Islander, and 21 unspecified. Thirty-one graduates are male; 466 female.

The market has changed. School districts in the State of Florida started offering opportunities for obtaining a Reading Endorsement at both graduate and undergraduate levels. Thus, the educational preparation and certification/endorsement backgrounds of incoming students were changing and these changes necessitated a different view of how a program of studies might meet this shift in the preparation of the program's pool of potential students. Nonetheless, we continue to receive phone calls from potential students – both locally and nationally wanting to learn how to hone their skills in teaching of reading to diverse student groups – and they are particularly interested in doing so at a Research 1 institution.

Our courses, practicum experiences, and capstone experiences will be tailored to individuals who have already garnered professional development in reading, but wish to develop a higher level of expertise – particularly in diverse settings. Our department's current faculty members bring a strong research-based agenda in bilingual and monolingual language learning, reading, policy, new literacies, and the needs of individuals with disabilities. Therefore, we are optimistic about our potential for recruiting a strong cadre of students from local, national, and eventually international pools. We are finalizing a marketing plan with the advise of an advisory committee consisting of members of the school district, private schools, and the community-at-large to develop a comprehensive marketing plan.

Budget

The School of Education will offer the graduate programs in Reading as part of the regular offering of programs in the Department of Teaching and Learning. As such, the program will not require any additional faculty, but will be part of regular faculty's load. Scholarships will be made available to qualified students.

UNIVERSITY OF MIAMI
SCHOOL of
EDUCATION



Office of the Dean
Isaac Prilleltensky, Ph.D.
Dean and Professor
Erwin and Barbara Mautner
Chair In Community Well-Being

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MEMORANDUM

TO: Faculty Senate
FROM: Isaac Prilleltensky, Dean and Professor
School of Education
RE: Reactivation of the MS.ED in Reading
DATE: February 27, 2012

A handwritten signature in black ink, appearing to read 'I Prilleltensky'.

I confirm that I approved the proposal from the Department of Teaching and Learning to reactivate the MS. ED program in Reading. I sent the proposal forward to the School Council of the School of Education for that body's approval on December 13, 2011. The **SOE** School Council unanimously approved this proposal at its regular meeting of January 30, 2012.



Office of the Dean
Isaac Prilleltensky, Ph.D.
Dean and Professor
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MEMORANDUM

TO: Faculty Senate

FROM: Dean Isaac Prilleltensky, School of Education

RE: MS.ED program in Reading/budget

DATE: April 5, 2012

This will confirm that the School of Education will offer the MS.ED in Reading as part of the regular offering of programs in the Department of Teaching and Learning. As such, the program will not require any additional faculty but will be part of regular faculty's load. Scholarships will be available to eligible applicants.

UNIVERSITY OF MIAMI
GRADUATE SCHOOL



Terri A. Scandura, Ph.D.
Dean of the Graduate School

Graduate School
P.O. Box 248125
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graduateschool@miami.edu

MEMORANDUM

DATE: February 22, 2012

TO: Richard Williamson
Chair, Faculty Senate

FROM: Terri A. Scandura
Dean, The Graduate School


SUBJECT: Reactivation of the Reading (Ed.S.) and Reading (M.S. Ed.) Programs

The School of Education, Department of Teaching and Learning, has submitted a request to reactivate the Reading (Ed.S) and Reading (M.S.Ed.) programs. This was discussed at the meeting of the Graduate Council on Thursday, February 16, 2012, and none of the Graduate Council members expressed any concerns.

cc: Isaac Pilleltensky, Dean, School of Education
Walter Secoda, Associate Dean
Office of Planning, Institutional Research and Assessment



MEMORANDUM

Date: April 5, 2012
To: Faculty Senate
From: Beth Harry, Professor and Chair 
Department of Teaching and Learning
RE: Reactivation of the M.S.ED and ED.S. in Reading

Mission

The mission of the graduate programs in Reading is to prepare individuals who wish to advance their professional expertise in language and literacy education in diverse classrooms. Emphasis is on providing advanced preparation in language and literacy education in the areas of leadership, assessment, implementation and evaluation of research-based instructional practices, policy, and technology in diverse classrooms.

Purpose

This 30-credit hour program is designed for individuals wanting to develop a high level of expertise in language and literacy education. The program can lead to a Master of Science in Education (M.S.Ed.) or a Specialist in Education (Ed.S.) depending on prior academic background. Coursework, practicum experiences, and a culminating capstone projects are designed to enable individuals to develop knowledge and skills in:


- Evaluation and implementation of research-based practices.
- Reading and writing development of bilingual and monolingual learners.
- Language and literacy development of speakers of African American Vernacular English and English-lexified creoles.
- Reading and writing instruction for individuals with challenges in learning to read and write – including students with disabilities.
- Technological applications for language and literacy assessment and instruction.
- New literacies and their impact on teaching and learning.
- Leadership in planning and implementation of reading programs in school, district, and state settings as well as professional organizations.
- Educational policy and its impact on the teaching of language and literacy.



MEMORANDUM

DATE: April 6, 2012

TO: Richard Williamson
Chair, Faculty Senate

FROM: Beth Harry 
Professor and Chair
Department of Teaching and Learning

RE: Reactivation of the Reading (Ed.S.) and Reading (M.S. Ed.) Programs

Dr. Jeanne Schumm and I met with the General Welfare Committee (GWC) on March 7 to discuss the reactivation of the Ed.S. and M.S. Ed. in Reading in the Department of Teaching and Learning. Per the recommendation of the GWC, we have revised the budget section of the proposal to read "scholarships will be made available to qualified students" in lieu of discounted tuition.

Motion: To Reactivate and Update the Reading (Ed.S.) and Reading (M.S. Ed.) Programs offered by the Department of Teaching and Learning, School of Education.

Background: The University of Miami has a long-standing history of graduate programs in reading. In the 1980s, the program took a big hit with the advent of masters programs in reading at other local institutions (e.g., Florida International University, Barry University, etc.). By the late 1980s, the program had diminished to less than a dozen students; many of whom were supported by University-funded graduate assistantships.

Three initiatives revived the programs in the 1990s and 2000s. First, the faculty decided to recruit cohorts of teachers in Miami-Dade and Broward County. The cohort model was largely successful and resulted in the preparation of large numbers of professionals who serve as local leaders in the field of reading. Second, Dr. Marjorie Montague secured teacher preparation grants (U.S. Department of Education, Office of Special Education Programs) to prepare teachers in the areas of special education and reading. This resulted in approximately \$1,500,000 of funding from 1999 to 2008. Third, Dr. Mary Avalos garnered the same level of funding for the reading program from the U.S. Department of Education, Office of English Language Acquisition, from 2002-2007.

Since 1988, 497 students have graduated with an M.S.Ed. or an Ed.S. in reading from the University of Miami. Of these graduates, 118 are African Americans, 189 are Latino/a, 166 are white, 3 are Asian/Pacific Islander, and 21 unspecified. Thirty-one graduates are male; 466 female.

As part of a larger restructuring effort in the Department of Teaching and Learning in 2008, the faculty voted to suspend admissions to its reading programs as well as other graduate programs (Elementary Education, Mathematics/Science Resource Teacher). The decision was made partially due to the retraction of funding possibilities from the U.S. Department of Education and changes in centralized recruitment efforts within the School of Education. In addition, school districts in the State of Florida started offering opportunities for obtaining a Reading Endorsement at both graduate and undergraduate levels. Thus, the educational preparation and certification/endorsement backgrounds of incoming students were changing and these changes necessitated a different view of how a program of studies might meet this shift in the preparation of the program's pool of potential students.

After careful deliberation, the faculty has reaffirmed its capacity to sustain Masters' and Specialist's degrees in reading. In addition, we have made modifications to the program of studies that we believe will make it highly marketable throughout Southeast Florida and elsewhere. We will recruit practicing teachers who hold a temporary or a permanent teaching certificate; graduates of our own undergraduate program or other Florida institutions who have completed at least six credits of reading specific coursework as a component of their undergraduate program; international students; and out of state students who are not seeking initial certification in the State of Floridaⁱ. Thus, this program is geared for individuals who already have a foundation in reading instructionⁱⁱ, but who seek to expand their professional tool box in areas of research, assessment, intervention with students with special needs, and leadership. This program will not lead to additional certifications, thus does not necessitate submission of a folio to the State of Floridaⁱⁱⁱ. To assist with marketing, we intend to recruit an advisory committee consisting of alumni, school district representatives, and private school representatives.

The target start date to begin this program is fall, 2012. This program proposal was approved by a vote of the faculty of the Department of Teaching and Learning at its meeting of December 7, 2011. This program proposal was endorsed by the graduate-curriculum committee of the School of Education and approved by the Senior Associate Dean for Graduate Studies on December 12, 2011. The Dean approved

this proposal and forwarded it to the SOE School Council for action on December 13, 2011. The SOE School Council¹ unanimously approved this proposal at its regular meeting of January 30, 2012.

Revised Program of Study: In light of changes in the market, we have changed the content of courses from previous iterations of the program through updates to the course syllabi. All course numbers are TAL courses in the current bulletin. In parallel to this motion to reactivate the Reading Master's and Education Specialist programs, we are processing a course-title change for TAL 621 to better reflect this new content. Only one course, TAL 508, is included in other programs in the department. The updated course content will make for a more robust program of studies that will prepare graduates for leadership roles in literacy education.

TAL 502: Classroom-based Research

TAL 508: Language Development for Linguistically and Culturally Diverse Students

TAL 601: Instructional Leadership

TAL 609: Practicum in Reading: Leadership, Collaboration, and Advocacy

TAL 621: Writing Development and Instruction: Theory and Research in Writing

TAL 625: Literature for Children and Adolescents

TAL 626: Instructing Students Who Have Literacy Challenges

TAL 651: Assessment of Reading and Related Learning Disabilities

TAL 652: Intervention for Reading and Related Learning Disabilities

TAL 656: Seminar in Reading: History, Policy, Technology

The requirements for admission and culminating project will remain the same as in previous iterations of this program.

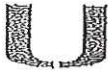
For additional information, please contact Professor Jeanne Schumm in the Department of Teaching and Learning (schumm@miami.edu).

ⁱ In contrast, our earlier program provided a pathway to full initial certification in reading.

ⁱⁱ In contrast, our earlier MSED program developed this foundational knowledge.

ⁱⁱⁱ In contrast, our earlier program was accredited by the State of Florida's Department of Education. After the Department finishes the restructuring of its various programs, we will explore obtaining national accreditation for this and other programs.

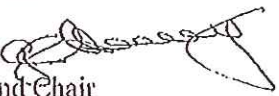
¹ The School of Education faculty voted by a margin of 27 (for) to 4 (against) to empower the SOE School Council to act on its behalf in approving program changes as per "Approval Process Relating to Changes in Degree, Programs, Majors, and Minors." This motion, approved on November 18, 2011, includes all routine changes such as the re-opening and updating of an already existing program. The motion and the results of this vote were communicated to the Faculty Senate on November 21, 2011.



MEMORANDUM

DATE: February 27, 2012

TO: Faculty Senate

FROM: Beth Harry 
Professor and Chair
Department of Teaching and Learning

RE: Reactivation of the MSBD in Reading

This proposal to reactivate the MSBD in Reading was approved by a vote of the faculty of the Department of Teaching and Learning at its meeting of December 7, 2011.

This program proposal was endorsed by the graduate-curriculum committee of the School of Education and approved by the Senior Associate Dean for Graduate Studies on December 12, 2011.

The Dean approved this proposal and forwarded it to the SOB School Council for action on December 13, 2011.

The SOB School Council unanimously approved this proposal at its regular meeting of January 30, 2012.