

4-25-2019

## Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, April 25, 2019

College of Liberal Arts Executive Committe

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## EXECUTIVE COMMITTEE MEETING

April 25, 2019

### Agenda

**12:30 p.m. in CSS 167**

**Lunch will be served**

- I. Approval of Minutes from 4/11/19 EC Meeting
  
- II. Business
  - a. Introduction of new EC members and VP nominations
  - b. Unexpected vacancy in Biology position request
  - c. Master's in Education Major in Reading
  - d. FCMP Discussion (continued)
  - e. Faculty Committee for the Office of External and Competitive Scholarships Proposal
  - f. Endowed Chair policy next steps discussion
  - g. Proposed CLA Bylaw changes regarding Provost's decision in Tenure and Promotion cases
  
- III. Reports
  - a. Provost's Report
  - b. Curriculum Committee
  - c. Faculty Affairs Committee
  - d. Student Government Association



**EXECUTIVE COMMITTEE MEETING**  
**April 25, 2019**  
**Minutes**

**PRESENT**

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Ashley Kistler, Amy Armenia, Pat Brown, Jennifer Cavanaugh, Gloria Cook, Grant Cornwell, Chris Fuse, Laurel Habgood, Richard Lewin, Dawn Roe, Emily Russell, Susan Singer, Wenxian Zhang

Excused: Nagina Chaudhry, Jana Mathews

Guests: Nancy Decker, Scott Hewit, Jenn Manak, Jayashree Shivamoggi, Jennifer Queen, Paul Reich, Martina Vidovic

**CALL TO ORDER**

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Ashley Kistler called the meeting to order at 12:36 PM.

**APPROVAL OF MINUTES FROM 4/11/19**

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Habgood made a motion to approve the minutes from the 4/11/19 EC meeting. Armenia seconded the motion. Motion passed unanimously.

**BUSINESS**

**Introduction of new EC members and VP nominations**

Ashley Kistler

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Kistler thanked everyone for their work this year and introduced the new EC members for 2019-20: Jennifer Queen – Science Division Rep, Martina Vidovic – Curriculum Committee Chair, Scott Rubarth – Humanities Division Rep, Dan Chong – Social Science Division Rep, Don Davison – Faculty Affairs Committee Chair, and Paul Reich – Faculty President.

Jennifer Queen self-nominated for the position of Vice President. Reich will organize an electronic vote once all nominations are collected.

**Unexpected vacancies in Biology and Modern Languages**

**Attachment #1**

Ashley Kistler

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Biology submitted a request for a tenure-track position to fill the unexpected vacancy created by the departure of Susan Walsh. Kistler said she prefers to follow procedure and not approve a tenure-track position outside of the regular cycle. Other EC members concurred. Hearing no

support for the approval of a tenure-track position, Kistler asked if EC wanted to discuss recommending a visiting position.

Reich (proxy for Mathews) made a motion to approve a one-year visiting position for Biology. Lewin seconded the motion. Motion passed unanimously.

Due to the sudden departure of a Spanish lecturer, the Modern Languages Department is requesting permission to search for a replacement.

Habgood: If we don't approve the position, how many courses will we lose?

Cavanaugh: Four in the fall and four in the spring.

Habgood made a motion to approve a lecturer search for Modern Languages. Fuse seconded the motion. Motion passed unanimously.

### **Master's in Education Major in Reading**

#### **Attachment #2**

Scott Hewit

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Hewit explained the rationale behind the proposed changes to the Master's in Education degree saying they want to bolster the degree to fit the overwhelming needs of the market. There are practicing teachers in Florida who are desperate for reading courses.

The proposal has been approved by CC and the demonstrated learning plan is complete. Singer said the final pieces being looked at are potential enrollments and level of staffing. Hewit said they currently have a staffing plan that is workable for the foreseeable future.

Zhang made a motion to approve the proposal. Armenia seconded the motion. Motion passed unanimously.

EC discussed sending the proposal to the faculty via electronic vote. Fuse noted faculty would not have the ability for reasonable discussions regarding the proposal. Kistler said the department could host a colloquium.

Lewin made a motion to approve sending the proposal to faculty via electronic vote. Zhang seconded the motion. Motion passed 5-1.

### **FCMP Discussion (continued)**

#### **Attachment #3**

Nancy Decker

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Armenia questioned the section of the policy where the department reserves the right to examine online courses being transferred in for the "F" competency. Whether or not a course was taken online is not a standard piece of information we would receive so the policy would be irregularly enforceable. Decker said the department's biggest concern is the level of quality that can be guaranteed using an online pedagogical model. There has been a large variation in the amount of expertise concerning foreign language pedagogy, particularly in online courses.

Kistler asked about the requirement for native/heritage speakers to take a culture course in lieu of a language course. Habgood asked if they meet the bar, why are we asking them to take another course? Habgood said we are asking a specific population to be held to a higher standard than the rest of the student body. Kistler shared that concern. Decker said her colleagues in Spanish are concerned that even 201-level for heritage and native speakers leaves them ill-equipped to reflect a knowledge of language and culture in Spanish within the U.S. that would not reflect well on Rollins.

Zhang made a motion to approve the online portion of the policy. Armenia seconded the motion. Motion passed unanimously.

Lewin made a motion to table the additional culture course piece to the fall. Habgood seconded the motion. Motion passed with one opposed.

### **Faculty Committee for the Office of External and Competitive Scholars Proposal**

#### **Attachment #4**

Jayashree Shivamoggi

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Shivamoggi explained that, because numbers of applications have increased drastically since 2012, she is seeking to create an advisory board comprised of faculty and staff to assist the Director of External and Competitive Scholarships in conducting interviews and writing letters. She noted that this has been happening for 17 years in an unofficial fashion. The committee would consist of nine members of faculty and staff from different areas for 3-year terms.

Habgood questioned the need for 3-year terms when most committees are 2-year terms. Shivamoggi said the work requires time to train members, but she is open to 2-year terms.

Armenia expressed concern that this committee would represent a huge workload and is worried faculty would quickly become overloaded. Fuse noted we don't have a lot of faculty in some of the areas listed in the proposal and is concerned this will place a burden on a few specific faculty.

Reich (proxy for Jana) moved to vote on the proposal. Zhang seconded the motion. The proposal failed by a vote of 1-6. Shivamoggi will work with EC in the fall.

### **Endowed Chair policy next steps discussion**

#### **Attachment #5**

Ashley Kistler

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Because there are still issues to tackle surrounding the existing and alternative policies, Kistler recommended sending the policies back to FAC to look at in the fall.

Armenia made a motion to send the proposals back to FAC. Fuse seconded the motion. Motion passed unanimously.

### **Proposed CLA Bylaw changes regarding Provost's Decision in Tenure and Promotion Cases**

**Attachment #6**

Ashley Kistler

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Due to time constraints, Lewin made a motion to table the Bylaw changes. Fuse seconded the motion. Motion passed unanimously.

**ADJOURNMENT**

Ashley Kistler

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The meeting adjourned at 1:45 PM.

<b>Department: Biology</b>						
		<b>Number of Majors:</b>			<b>Number of Minors:</b>	
<b>Number of Majors and Minors</b>		Declared	Exploring			
201609		103			1	
201701		91			5	
201709		70	10		5	
201801		63	16		4	
201809		52	23		1	
201901		61	22		7	
<b>BIO Faculty</b>		<b>ANT RCC, rFLA, HON, etc. course coverage</b>				
<b>7</b>		<b>AY</b>	<b>RCC</b>	<b>HON</b>	<b>rFLA</b>	<b>Interdisciplinary</b>
Tenured	<b>4</b>	201701	0	0	2	
Tenure Track	<b>4</b>	201709	1	0	4	
Non tenure-track	<b>1</b>	201801	0	0	1	
Lecturers		201809	1	1	3	
Exec in Residence		201901	0	0	1	
<b>Enrollment from 201609 - 201809:</b>						
<b>201609:</b>			<b>201801:</b>			
Total courses offered:	19		Total courses offered:	26		
Total seats available:	269		Total seats available:	311		
Total seats occupied:	227		Total seats occupied:	301		
Percentage of occupied seats:	84%		Percentage of occupied seats:	97%		
<b>201701:</b>			<b>201809:</b>			
Total courses offered:	26		Total courses offered:	17		
Total seats available:	349		Total seats available:	166		
Total seats occupied:	304		Total seats occupied:	192		
Percentage of occupied seats:	87%		Percentage of occupied seats:	116%		
<b>201709:</b>			<b>201901:</b>			
Total courses offered:	26		Total courses offered:	27		
Total seats available:	256		Total seats available:	227		
Total seats occupied:	242		Total seats occupied:	296		
Percentage of occupied seats:	95%		Percentage of occupied seats:	130%		

Select your department: Biology

Name of the person filling out this form: Fiona Harper

Academic Year in which this person will begin teaching: 2020-2021

Title of position requested: Tenure Track Position

Type of position requested: Other

Susan Walsh is resigning from Rollins College effective this summer 2019. She informed the faculty of the Biology Department of this decision on March 28, 2019. We have adjusted our

teaching schedule accordingly to cover most of our majors courses for 2019 - 2020, though we anticipate needing to hire adjuncts to teach BIO 120 in Spring 2020. As result of her loss, and the previous failed VAP search, for 2019 - 2020, the Biology department has now had to cancel 1 RCC, 5 rFLA and 1 HON class for next year. The department requires a full complement of 8 tenure/tenure-track faculty in order to effectively cover our majors courses in Biology, Marine Biology and the interdisciplinary Biochemistry Molecular Biology, offer courses in the interdisciplinary Neuroscience minor, and fully contribute to the general education of the college.

**Please provide the name of the person(s) and semester of the expected retirement:**

**Does your faculty teach in an interdisciplinary major in CLA?** Yes

**Interdisciplinary courses:** Biochemistry/Molecular Biology; Marine Biology

**Does your department offer graduate courses?** No

**Number of graduate courses:** n/a

**Does your department offer Holt undergraduate courses?** Yes

**Number of undergraduate courses on average per year:** 1 typically taught per year

**Anticipated courses this person will teach in the major:**

**BIO 120/121 General Biology and/or II; BIO 360 Cell Biology; BIO 344 Journal Club; BIO 440 Biology Senior Seminar.**

**Describe the departmental expectation for this person to teach service courses such as RCC, rFLA, Honors, courses required by other majors.**

Every faculty member in the Biology department is expected to contribute at least one course towards general education program at Rollins. Indeed, we originally planned to offer 1 RCC and 5 rFLA courses in Fall 2019, and 1 HON and 3 rFLA courses in Spring 2020. Of these, Susan Walsh was scheduled to offer the RCC and the HON courses, and we would have similar expectations for her replacement. Cell Biology is a core elective course on the Biology major map, an elective course on the Marine Biology major map, as well as on the interdisciplinary Biochemistry Molecular Biology major, shared with the Chemistry department. The course is also a core course in the Neuroscience minor. As such, this course should be offered annually by the Biology department. This position will also contribute to the Neuroscience minor and co-ordinate course offerings with Steve St. John in the Psychology department to cover the NSC capstone senior seminar, as needed.

**How will the addition of this position advance the Mission of the College?**

This is not an additional position, rather a replacement position. That said, the mission of the college, to educate for global citizens and responsible leaders, is embedded in every course listed above. BIO 120 General Biology I has an overarching theme of global climate change and the underlying biology. BIO 121 General Biology II has an overarching theme of human health and the associated biology. Biology rFLA200S courses examine the interactions between human cultures and their relationship with the natural and physical environment (as interpreted by the Biology department). Our rFLA200S offering typically have a significant component in which students reflect on their own choices and actions in terms of biological issues and learn how to make small changes to effect large changes.

**How might this position benefit other departments?**

BIO 120 and BIO 121 are courses required by all three majors serviced by the Biology department, including the Biochemistry/Molecular Biology (BMB) major which is interdisciplinary, and shared with Chemistry. Both BIO 120 and 121 are also required courses for all pre-health students (medical, dental, veterinary, etc). BIO 360 features the Cell Theory, which is one of only a few theories in Biology (the others being Darwin's

Theory of Evolution by Natural Selection, Gene Theory, and Homeostasis). This course is a fundamental offering of Biology department, correlating the structure and function of the cell. It is interdisciplinary in nature as it discusses the impact of protein, carbohydrate, and lipid-based biochemistry on cellular metabolism, signaling, and division, as applied to neurobiology and cancer. Consequently, BIO 360 is a core elective course for the Biology, an elective course in the Marine Biology and and interdisciplinary BMB majors (shared with Chemistry), in addition to being a core course in the interdisciplinary Neuroscience minor (shared with Psychology).

**Make a case for why your department needs this position now.**

As noted above, with the resignation of Susan Walsh, we are unable to offer the full complement of general education courses we originally intended. We will not be able to offer BIO 360 Cell Biology. For 2019 – 2020, the Biology department will need to hire adjunct faculty to teach two sections of BIO 120 in the Spring, as these were going to be taught by Walsh following the failure of our VAP search. We respectfully request permission to search for and hire a tenure-track Cell Biologist in Fall 2019. We do not wish to hire a VAP Cell Biologist to temporarily fill the position as we have had a lot of difficulty in recent years with hiring VAP faculty with the necessary skill set to be successful in the classroom. In our most recent one-year VAP Biologist search this Spring 2019 (Bobby Fokidis and Fiona Harper's sabbatical replacement), we had three highly qualified candidates decline our offer to even interview on-site for the position, and made offers to two subsequent candidates who both declined us. We determined that our current VAP is not suited for the classroom and thus closed the search unsuccessfully. This is the third year in a row that the Biology department has had unsuccessful VAP hires. Last year (2017 – 2018), our search for a one-year VAP Ecologist (Katie Sutherland's sabbatical replacement) failed when all three on-site candidates declined our offer. This left the department scrambling in late April to find someone to fill this position and we hired Danielle Palow, VAP from Stetson. We hired her in a crunch, despite receiving unfavorable recommendation letters that described her difficult relationships with students and perception of rudeness in the classroom, behavior that has continued here at Rollins to the detriment of our students. The year prior (2016 – 2017), our search for a one-year VAP Cell Biologist (Susan Walsh's sabbatical replacement) had a pool of very weak candidates and we elected to keep Karen Jackson on for a second year. While Karen was satisfactory in the classroom, her knowledge of current laboratory techniques in cell biology was limited and our students did not receive the high standard of technical knowledge that we expect for a 300 level course. A one-year VAP position with the heavy teaching load required by the college is unattractive to many candidates. Our search will likely be much more successful if we are able to offer a tenure-track position. Indeed, if this position is approved and we are able to run a successful search in Fall 2019, depending upon the availability of the candidate, we may be able to hire them early to start in January 2020 and thus cover our two BIO 120 course sections. This possibility is tenuous, but worth consideration.

**Has your department considered how a more diverse and inclusive faculty might attract the ethnically diverse population of students that we will be in the next generation of college students? yes**

**How do you envision this new faculty position enhancing the diversity of your department's membership, curriculum, and/or co-curricular activities?**

We are committed to a more diverse and inclusive faculty in our department. We revised our

hiring process in August 2016, to more intentionally identify candidates that would enhance the diversity of the department and/or be more inclusive of diversity. We added additional questions as part of the written application materials, as well as part of the telephone interview process. The department considered the responses to these questions as weighted equally to other academic questions. Some candidates were not advanced in the hiring process as a result of their responses. Perhaps in part because of these changes, in Fall 2018 we were able to successful hire a new tenure-track faculty member (Dr. Brenda Santiago, Microbiologist) who is both female and Puerto Rican. We will use the same hiring strategy when searching for this tenure-track replacement position.

**Has your department held open conversations about the ways in which these changing demographics can/will/should affect your decision-making, not only about hiring faculty, but also about the design and implementation of curriculum in your department?** Yes. We held a full review of the departmental curricula at a retreat in January 2018, prior to classes starting. One of the topics we discussed is best practices in STEM education with regards to changing demographics of the undergraduate population nationally and at Rollins. We are continually to have these discussions and are considering changes to our curricula as appropriate.

**What financial resources could be used to fund this position? (for example – retirement, sabbatical savings, etc.)** Since Susan Walsh was a tenured member of the Biology department, having been at Rollins College since August 2009, her replacement with a new tenure-track position will be a salary cost savings due to the differences in annual compensation.

**Proposed Changes to the Master of Education  
Approved by the Department of Education March 30, 2018**

**Changes Recommended in this Proposal**

1. Revise an existing graduate degree program so that it leads to eligibility for Florida State Professional Certification in Reading (K-12);
2. Increase the number of highly qualified candidates in a critical shortage teaching field in the state of Florida;
3. Reduce the number of credits required for the degree from 36 to 30;
4. Offer a graduate degree that leads to eligibility for additional certification to teachers holding professional certification;
5. Revise the catalog description of the degree and required courses to reflect these changes.

**Background and Rationale**

The Department of Education has offered a general Master of Education degree program that has remained unchanged for over twenty-five years. This program has served as a service degree program to teachers in Central Florida, but enrollment has been low because Florida does not require teachers to attain a masters degree.

We have had a steady number of inquiries from Rollins graduates and graduates of other institutions about completing a masters degree that would lead to Reading Certification. In the fall of 2017, we surveyed Rollins graduates teaching in the area and a majority of the respondents indicated an interest in a graduate degree that would lead to Reading Certification. Reading is a critical shortage field in Florida, which means that schools around the state are not finding enough qualified Reading teachers in K-12.

Therefore, we are proposing a revised Master of Education with a Reading Major. This degree would require approximately 30 graduate credits, or 10 courses. All candidates for this degree are already professionally certified teachers in Florida. All candidates would have their transcripts reviewed by the Reading faculty at Rollins to determine their program of study. The attached Graduation Requirements illustrate students' program of study.

The revised MEd program would require a minimum of 12 students in a cohort group. When that group has completed the graduation requirements, another cohort group will begin. The attached Schedule of Courses reflects this sequence.

The five new courses (RED 581, RED 582, RED 583, RED 584, and RED 589) have been approved by the New Course Proposal Subcommittee in spring of 2018. Completion of the program's graduation requirements and a passing score on the Reading (K-12) subject area exam of the Florida Teacher Certification Examinations will make a candidate eligible for certification in Reading (K-12).

**Department of Education  
Mission Statement  
Spring 2018**

Our primary purpose is to educate students who have a deep liberal arts foundation of knowledge, skills, and dispositions, and who also have a strong foundation in understanding student learning, schooling issues, and forms of pedagogy for teaching in diverse classrooms. It is through the combination of those two interrelated strains that our graduates become knowledgeable teachers who pursue meaningful and productive careers.

**Global Citizenship**

In 2013, the department developed four summer Field Studies on different continents: Chile, Rwanda, China, and the Netherlands. Before traveling, students gain a historical, socio-economic, cultural, and political understanding of the country to which they will travel. Rollins students teach local students in schools abroad, and our intention is that our students engage in deep intercultural learning from their immersion in educational and social agencies.

In addition, we created in 2014 a new course that is taught every year, EDU 347/547, titled “Global Perspectives of Education.” The course attracts many students not majoring in Education, who want to learn more about the world. We are fully committed to continually globalize our curriculum by enhancing our curricular offerings on campus and by ensuring that our four Field Studies are successful.

**Responsible Leadership**

The crux of what we do is to build strong relationships with local schools. Our students intern in local public schools several times before student teaching, and for an entire semester of student teaching. Full-time faculty supervise them carefully. Our students are ambassadors of Rollins College, and we require that they show leadership qualities. They arrive to school each day with purposeful plans for teaching, work to create a positive and collaborative relationship with their cooperating teachers, and communicate well with students, caregivers, and faculty colleagues. We expect that they will take on leadership roles when they become professional teachers.

Also, our students often take leadership roles in the international Field Studies while they are with us at Rollins. Students who travel on all Field Studies are expected to lead classroom activities and to act responsibly in the foreign environment.

**Meaningful Lives and Productive Careers**

The end goal of our program, in addition to having students gain valuable knowledge and skills in the liberal arts, is to enable them to gain professional teacher certification so that they can teach in public schools anywhere in the USA, as well as overseas. The Department

has a total of 14 Florida state-approved programs, and all graduates who seek teaching positions are finding them.

Before our students graduate to become thoughtful and engaged teachers, we want them to connect with local communities. Some of our courses have a Community Engagement designation. We have established positive relationships with many community organizations so that students in our courses can spend time visiting them and working with young people. We believe that this sort of experience empowers students to make connections with the community as educators, which is essential to pursue a meaningful career.

## Master of Education, Reading Major (K-12) Graduation Requirements

<b>MEd in Reading candidates WITHOUT Reading Endorsement</b>	<b>MEd in Reading candidates WITH Reading Endorsement</b>
<p><b><u>Courses for Reading Endorsement</u></b></p> <p>___ RED 509: Foundations of Reading (K-12)</p> <p>___ RED 568: Differentiation in Language Arts &amp; Content Area Instruction</p> <p>___ RED 569: Research Based Practices in Reading &amp; Language Arts</p> <p>___ RED 575: Diagnostic Techniques in Reading</p> <p>___ RED 577: Demonstration of Accomplishment in Reading</p> <p>* Review undergrad transcript for any of these courses</p>	<p><b><u>Elective Courses (Select 5)</u></b></p> <p>___ EDU 567: Inclusive Schools and Communities</p> <p>___ EDU 547: Global Perspectives on Education</p> <p>___ RED 582: Children’s Literature: A Global Perspective</p> <p>___ RED 511: Methods for Teaching Writing in Elementary Schools</p> <p>___ EDU 545: Orientation to International Studies [1] &amp; EDU 546F International Field Study [3]</p> <p>___ EDU 599 or RED 599: Independent Study</p>
<p><b><u>Courses for Reading Certification</u></b></p> <p>___ RED 544: Statistics for Teachers: Tests and Measurements</p> <p>___ RED 581: Enhancing Instruction: Using Children’s and Young Adult Literature</p> <p>___ RED 583: Advanced Reading Strategies for Coaching, Assessment, and Remediation</p> <p>___ RED 584: Intensive Intervention and Assessment for Students with Reading Difficulties</p> <p>___ RED 589: Literacy Research, Theory, and Practice (K-12)</p>	
<p><b>**Apply for Reading Certification (Grades K-12) – Florida Department of Education (fldoe.org)</b></p>	

### Schedule of Courses

<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Summer 2020</b>		<b>Fall 2020</b>	<b>Spring 2021</b>
RED 581	EDU 547	RED 583		RED 584	RED 589
EDU 567	RED 582	EDU 546 [3]	EDU 599	RED 511	RED 544
	EDU 545 [1]				
Also offered: RED 569 RED 509	Also offered: RED 568 RED 575			Also offered: RED 569 RED 509	Also offered: RED 568 RED 575 RED 577

\* If the first cohort is eager to begin in Summer 2019, we have a plan in place.

## Course Syllabi for New Courses

**Rollins College Department of Education**

**RED 581: Enhancing Instruction: Using Children's and Young Adult Literature Blended - 80% in class/20% online**

**Debra K. Wellman, PhD Meetings by appointment**

**Office: Olin #353 Office 407-646-2305**

**[dwellman@rollins.edu](mailto:dwellman@rollins.edu) Cell/Text 407-760-3964**

Course Description: This course will begin with a comprehensive review of best practices in effective instruction. Graduate students will then explore a variety of strategies available to enhance instruction and create a motivational environment for learners. Throughout the semester, graduate students will be reading and responding to a variety of recently published literature for children and young adults. Students work toward expertise in matching techniques and materials to the needs of the individual child.

Book/Required Readings: Horning, Kathleen T. (2010). From cover to cover: Evaluating and reviewing children's books. NY: Collins, A Division of HarperCollins Publishers. Selected readings from Wolf, S. A., Coats, K., Enciso, P., & Jenkins, C. A. (2011). Handbook of research on children's and young adult literature. NY: Routledge. Selected readings from Peterson, S. S., Booth, D., & Jupiter, C. (Eds.) (2009). Books, media & the Internet. Winnipeg, Canada: Portage and Main Press. Articles from scholarly journals chosen by the students

Course objectives:

☑ Students will locate current (within 5 years, preferable 2 years) articles and lead the discussion of the class on the following topics:

- o Identifying societal constructs that affect student learning
- o Effects of children's literature on societal change
- o Using literature in a period of mandates and testing
- ☑ Students will be able to define quality children's literature
- o Organize children's literature by genre and select quality books across grade levels, time periods, geographical locations
- o Write children's book summaries to be used in Excel sheet of all books read this semester.
- o Know names of prominent awards and have a repertoire of book winners
- ☑ Students will be able to plan instruction around a unit or theme
- o Students may choose a theme that interests them (WW II, a specific country, the solar system, or Rollins mission "global citizens and responsible leaders"
- o Students will write an evaluation and a review of a recently published children's book
- o Students will be able to demonstrate a minimum of five research-based strategies from the following skill areas: phonics, vocabulary, comprehension, fluency, writing, and assessment.
- o Students will develop a literacy lessons incorporating strategies for literacy development using a young adult novel as the core of the unit.

Summary of Course Assignments

Excel Reading Log

During the course of the semester, students will log the books read using the following headings: Title, Author, Year Published, Illustrator, Genre, Publisher, Country of origin or ethnicity depicted, and a one-sentence summary.

(minimum of 50 children's picture books and two novels) 100 pts.

#### Scholarly Journal Articles

Throughout the semester, students will explore academic journals searching for topics being discussed in this course. Students are expected to bring journal articles to the attention of the class by providing a brief review of the article. Students will determine which articles are pertinent to class and prepare to lead a discussion on the topic.

5 articles brought to class and summarized on any topic being covered (10 pts. each) 50 pts.

#### Literature Circles (aka: book clubs, lit groups, Socratic Circles)

Given the limitations of time we will need to choose the two middle-grade novels you would like to read by the end of September. We will read one book throughout October and one throughout November.

Preparation: Reflections or a literature circle response sheet 2 @ 10 points each

Participation: Quality of discussion in literature circle 2 @ 10 points each

Options:

Multicultural

International

Newbery Award *The Girl Who Drank the Moon*

Printz Award

NCSS Notable Books for SS *Stella by Starlight* (2016)

#### Instructional Techniques

In class, students will review a variety of strategies through readings including current journal articles and be able to apply them to a unit of their design. Students will map a three-week unit but provide precise details for five of the fifteen lessons using one of the novels or a variety of books around a theme. 100 points

#### Academic Honor Code Reaffirmation

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility -

particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honor-code-rollins-college.pdf>

## Accessibility Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability

Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website:

<http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975- 6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

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## Title IX Statement (updated 7/12/16)

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Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit

<http://www.rollins.edu/titleix/>

## **Rollins College Department of Education**

### **RED 582: Children's Literature: A Global Perspective**

Dr. Debra Wellman  
Office – CSS 245  
Office Hours: Before & after class, and by appointment

Cornell Social Sciences 241  
Phone (w) 407-646-2305  
(c) 407-760-3964  
[dwellman@rollins.edu](mailto:dwellman@rollins.edu)

## Course Description

This course immerses students in authentic literature appropriate for elementary grade reading instruction. Students will become familiar with a variety of major children's authors and illustrators, the genres of children's literature and the research in the field along with techniques for effective uses of children's literature in the classroom. The course has an emphasis on strategies appropriate for responding to literature and participating in literature circles.

## Course Goals:

- 1) The study of children's literature should enhance pre-intern students' knowledge as well as certified teacher's knowledge of teaching reading with authentic children's literature in K-8 classrooms.
- 2) The course will provide students with a wide range of US and International books, authors, and illustrators.
- 3) The literature examined will allow students to expand their knowledge of children's literature to a global/international perspective to better facilitate an appreciation of diversity in international as well as in US classrooms.
- 4) The overarching goal is to providing teachers with picture books that underscore diverse people as positive role models and that acknowledge diversity as a positive contribution to society.

Text: Darwin, L. H. & May, J. P. (2005). Exploring culturally diverse literature for children and adolescents. Boston, MA: Pearson, Allyn & Bacon.

Variety of children's picture books of your choosing.

Novels - Choose one multicultural book:

*Copper Sun* by Sharon Draper (2007 Coretta Scott King Award)

*Absolutely True Story of a Part Time Indian* by Alexie Sherman (2007 National Book Award for Young People's Literature)

*Esperanza Rising* by Pam Munoz Ryan (2002 Pura Belpre Award)

*The Namesake* by Jhumpa Lahari

Choose one international book:

*Soldier Bear* by Bibi Duman Tak (2012 Batchelder Award)

*A Time for Miracles* by Anne-Laure Bondoux (2011 Batchelder Award)

IBBY web site and other web sites focused on international books and education

Journal articles

Course Objectives: (note to teachers – Each of these objectives will be aligned to course content and then evaluated through assignments, projects and tests.)

Students will be able to:

- Evaluate quality International Children's literature.
- Describe major theories that support the use of authentic children's literature and its impact on student learning.
- Demonstrate how responses to reading contribute to understanding of the text.
- Participate in and describe the attributes of a quality literature circle.
- Identify societal constructs and recognize and discuss ways children's literature can impact societal change.
- Organize quality literature by genre and be able to select books across time periods, geographical locations and age groups.
- Identify and build support for a variety of responses to literature that enhance student learning.
- Explain the unique qualities of poetry why it is NOT a typical genre.
- Choose quality texts with the help of local, national and international awards.
- Identify artistic styles and necessity of artwork in picture books.
- Create projects using the newest of technological tools.
- Actively participate in discussion boards in timely and authentic ways.
- Review current peer-reviewed journals on topics covered in this course.

Grading Policy

Education masters students are expected to complete work in a timely, professional manner. Teachers must demonstrate the ability to communicate effectively, think logically and creatively, while meeting deadlines. Therefore, all assignments will be graded with an emphasis in grammar, mechanics and professional appearance. A high quality of work is expected. Late work will NOT be accepted unless prior negotiations have been made or an unforeseen emergency arises.

Grades: 94% - 100% = A

86% - 93% = B

78% - 85% = C

Below 75% = F

### **Technological Tools:**

Required:

You will demonstrate your ability to create and upload a YouTube video of a children's book as well as create and upload a Pp with voice over to share two articles.

Amy Sugar will provide assistance with any of the assignments requiring technological skills.

## **Summary of Course Requirements**

### **Discussion Boards**

**Due each week**

Each member of the class is expected to sign up to lead the discussion board on specific chapters. Questions must be posted on the Friday night prior to the assigned text. Each student is required to respond to all posts in a timely and thoughtful manner.

100 points

### **Excel Reading Log**

**Due Aug. 8**

You will be assigned to read a variety of genres of picture books and children's novels. You should begin early in the course to keep track of the books you read by entering each book in Excel. The minimum headings should be: Title, Author, Illustrator, Publisher, Genre, Country of Origin and/or Ethnicity Depicted and a one-sentence synopsis.

(**minimum** of 60 picture books and two novels)

100 points

### **Literature Circles** (aka: book clubs, lit groups, Socratic Circles)

**Jul.**

**2/Aug. 1**

Given the limitations of time in a summer course, you will need to choose from books recommended by Dr. Wellman on the first night. A minimum of three people will be required for a literature circle.

Preparation: Reflections or a literature circle response sheet

2 @ 10 points each

Participation: Quality of discussion in literature circle

2 @ 10 points each

Options:

Multicultural

**Due**

**July 2**

International

**Due Aug. 1**

## **Responses to Literature**

**Book Box** - You will be participating in a literature circle based on a multicultural novel on July 2<sup>nd</sup>. Bring to class that night a box (shoe box works great) with at least 5 items you have collected from home that represent the novel in some way. (Do NOT go out and buy things for this project.) For example, if I had read Harry Potter, I might have in my shoebox, a stick representing a wand, a pair of broken glasses, jelly beans, a cut out of a sorting hat, and a piece of cellophane representing the "cloak of invisibility." 10 points

**Open-mind Portrait** – Due when you read an international book on Aug. 1<sup>st</sup>. Choose one of the characters and create an open-mind portrait of describing the actions and characteristics of a character. The front of the portrait is the face of the person you are highlighting. On the back write down what the person might have said or done that gives those of us who haven't read the book an idea about this person. 10 points

**Professional Journal Articles** Due any time prior to final.  
Find peer-reviewed articles (2) that supports any dimension of this course. For example, the article might support the importance of responding to literature in artistic or theatrical way. Create a five-minute (max) summary of the article using Pp and voice capture and upload to Bb for the rest of the class to view. 2 @ 20 points each

## **Global Literature Project**

During one of our early June, face-to-face (f2f) times, I will share children's literature I collected from the Island of Bali. Using my template or creating your own, choose a country that is of interest to you and research books available from that country that have been translated to English. Your project should have a minimum of five picture books and one novel. This project has many options; the class will help determine how the information will be shared and through what medium. Traditionally, this has been a presentation to the class with a tri-fold board as the center. I think we can do so much better! 100 points

## **Read Aloud on YouTube**

As part of the above global literature project, choose one picture book and upload it to our class YouTube site. The class will decide how we will categorize and label these read-alouds. 25 points

## **Final Exam:**

Take home questions must be submitted via Bb by 7:10pm on August 8<sup>th</sup>. 100 points

## **Weekly Readings and Discussion Boards**

Following is the list of assignments due both on your own and for our f2f meetings. F2f dates are bolded, underlined, and have f2f after the date. Please do all that you can to avoid missing one of the f2f dates.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
June 25	Introduction to course Traditional genres Multicultural vs. International Literature Traditional Genres	Log into Bb and watch all videos assigned; review syllabus and assignments; Respond to initial discussion threads.
27	ECDL Ch. 1, 2, & 3	Respond to each question on Bb; Sign up for your chapters
<b><u>July 2</u></b> f2f	ECDL Ch. 4, 5, & 6	Blended learning discussion Choose International Theme Literature circle on 1 <sup>st</sup> novel EED 369 Book box; 569 optional
<b><u>July 9</u></b> f2f	ECDL Ch. 7, 8, & 9	Guest speaker - Guatemala Respond to Discussion threads
11	ECDL Ch. 10, 11 & 12	Respond to Discussion threads
16	ECDL Ch. 13, 14, 15, & 16	At least one Pp article should be posted to Bb
<b><u>July 18</u></b> f2f	ECDL Ch. 17 & 18	Respond to Discussion threads
23	ECDL Ch. 19, 20, & 21 threads	Respond to Discussion
25	ECDL Ch. 22, 23, & 24 threads	Respond to Discussion
30	ECDL Ch. 25 & 26	Respond to Discussion threads
<b><u>August 1</u></b> f2f	ECDL Ch. 27, Begin sharing projects? novel	Literature circle on 2 <sup>nd</sup>  Open-mind Portrait,
<b><u>August 6</u></b> f2f	Share International Literature Theme Project	Pp article posted to Bb
8 – Final Exam		Excel Reading Log Turn in Written Exam

**Rollins College  
Department of Education**

**RED 583: Advanced Reading Strategies for Coaching, Assessment, and Remediation**

Dr. Margot Fadool

(c) 407-404-1560\*  
(o) 407-691-1333  
[mfadool@rollins.edu](mailto:mfadool@rollins.edu)

Student Consultation Hours:

Mondays 11-12; Wednesdays 11-12 and 2-3; and by appointment

### Course Texts

Bean, R.M. (2015). The reading specialist: Leadership and coaching for the classroom, school and community. The Guilford Press ISBN 9781462521531 Price: \$32.30

Additional readings and journal articles will be required throughout semester.

### Course Description

Graduate students will focus on intervention and assessment strategies at the school level for administering and interpreting assessments. A coaching model will be presented for supporting school personnel with instructional strategies and materials based on current reading research which has proven to be effective for the prevention and remediation of reading difficulties.

### **Blended Learning:**

Our class will be delivered as blending learning course. This means we will have face-to-face sessions and some online learning modules. There will be some sessions that we won't meet during our regularly scheduled class times. There will be other weeks that we will meet for our class but then we will leave early because we will have also worked online that week.

Check Blackboard often!

### Assessment

Teachers must demonstrate the ability to communicate effectively as well as think logically and creatively; therefore, all assignments will take into account grammar, mechanics, and neat appearance. Late work will NOT be accepted unless PRIOR negotiations have been made with Dr. Fadool.

Grades will be determined by the following scale:

A = 94-100%	Exceptional quality of work. A's are reserved for students who surpass standard expectations.
A- = 90-93%	
B+ = 87-89%	
B = 84-86%	Good to superior work. B's are an indication that the student shows interest, effort, and originality in his/her work.
B- = 80-83%	
C+ = 77-79%	

C = 74-76%	Passing, yet average work. Although a C is a respectable grade, students are encouraged to set a higher standard for themselves than average.
C- = 70-73%	
D+ = 67-69%	
D = 65-66%	Below average quality of work, yet passing. (Except for W gen ed).
D- = 60-64%	
F = 0-59%	Unacceptable quality of work.

### **Attendance Policy**

Strong daily participation and attendance is crucial. This is the reason participation counts as such a significant percentage of your final grade. It reflects my belief that you will learn from one another in this class, just as you will learn from me.

Finally, let me outline the absence policy for this course. If you must miss a face-to-face class for some reason, i.e. school meeting, illness, athletic competition, please let me know in advance. That means *before* class starts via email or telephone (407) 404-1560. If you meet this requirement you are allowed one class session absence. Each absence after that one excused absence will result in losing 20 points. Arriving after attendance has been taken counts as one half of an absence (10 points).

### **Credit Hour Statement Policy AC 2000: adopted 4/7/16:**

Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of class expectations are additional reading, fieldwork at Grand Ave., research, small group projects, etc.

### **Academic Honor Code Reaffirmation:**

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honorcode-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

***"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."***

Material submitted electronically should contain the pledge; submission implies signing the pledge.

### **Accessibility Services:**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/disabilityservices/> and/or reach out by phone or email: 407-975- 6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

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### **Learning Outcomes**

Upon successful completion of this course, students will be able to

- Understand the role of reading specialists and coaches in schools, classrooms, and communities.
- Understand how to foster effective collaboration in instructional roles.
- Understand the various models for remedial programs in K-12 settings.
- Evaluate supplementary and remedial instructional programs for use in K-12 settings.
- Design effective professional development programs for teachers.
- Understand and apply principles of assessment for assessing classroom and school reading programs in K-12 settings.

- Understand local, state and federal guidelines which influence K-12 schools.
- Identify the following types of assessment and assessment instruments and their purposes at the K-12 school level: screening instruments, student self-assessment, standardized tests, progress monitoring, diagnostic assessments, Title I assessments.
- Interpret the following types of assessment and assessment instruments and their purposes at the K-12 school level: screening instruments, student self-assessment, standardized tests, progress monitoring, diagnostic assessments, Title I assessments.
- Select appropriate assessments for various school and classroom purposes.
- Utilize varied school and classroom level assessment data to develop school improvement plans, professional development, classroom level coaching, and instructional support for students in need of remediation.
- Understand how to integrate all the above as a leader in schools' Response to Intervention Model (RTI) or Multi-Tiered System of Support (MTSS).
- Apply principles of culturally responsive teaching and strategies for English Language Learners to school and classroom level instructional planning.
- Identify up to date technology resources that are used in assessment and instruction.

### Assignments

All assignments are due on the date indicated unless the instructor has approved a change for the class. Check Blackboard to be sure grades have been posted correctly.

#### Weekly Online Discussions

**Due: see class schedule**

Every week we have assigned readings that address issues important to reading coaches. Use this as a place to discuss your learning and make connections to our readings, etc. For each discussion, you follow the same procedure. You post your initial posting which will be around 350-500 words. Then you return to the discussion page and post respond to a peer (about 150-300 words). The 2 postings are due on Sundays at midnight. Late postings will not be accepted.

**12 @ 30 points each = 360 points**

#### Vignette Reflections

**Due: February 13th and March 27<sup>th</sup>**

At the end of many chapters there are vignettes. Pick two that look interesting. Write a one page reflection of the vignette and how it applies to your current or future teaching.

**70 points each = 140 points total**

#### Research-based Instruction

**Due: April 17th**

Pick an instructional area of concern. Find 3 research articles that address this issue. Prepare a PowerPoint and handout for a grade level team to share your findings.

**100 points**

#### Interview

**Due: March 6<sup>th</sup>**

Schedule and conduct an interview with a current reading coach. Use the questions at the back of each chapter as a guideline. Write a 3-4-page summary and reflection.

**100 points**

**State Guidelines and Information**

**Due: April 10<sup>th</sup>**

Explore the DOE webpages of 3 States (Florida plus 2). Compare, contrast, explore, and reflect on the information you find. Write a 3-4-page report. Include graphs that you think might help compare and contrast.

**100 points**

**Coaching Resume and Cover Letter**

**Outline Due: April 24<sup>th</sup>**

You will work with career services to create an updated resume and cover letter for a reading coach position.

**50 points**

**Grant Writing**

**Due: May 1<sup>st</sup>**

You will work together on a grant. More information will be shared in class.

**150 points**

**(Tentative) Class Schedule**

<i><b>Date</b></i>	<i><b>Topic</b></i>	<i><b>Assigned Reading(s)</b></i>	<i><b>Due</b></i>
January 23	First day - orientation		
January 30	The Role of Reading Specialists and Literacy Coaches	Bean ch 1 + Galloway et all	Online discussion #1
February 6	Working with Students	Bean ch 2 + Shannon	Online discussion #2
February 13	The instructional Role Guest Speaker Secondary Coaching	Bean ch 3 + Wixson	Online discussion #3 Vignette Reflection due
February 20	Leadership and SIM	Bean ch 4 +Barth	Online discussion #4
February 27	No f2f class	Bean ch 5 + Williams	Online discussion #5
March 6	Professional Development	Bean ch 6 +L'Allier	Online discussion #6 Interview due

	and Improving Instruction *Guest speakers - alternative careers		
March 13	Spring Break		Read a good book!
March 20	No f2f class	Bean ch 7 + Blachowicz	Online discussion #7
March 27	Working with Teachers and Facilitation School Change	Bean ch 8 + New literacies	Online discussion #8 Vignette Reflection due
April 3	Program Assessment	Bean ch 9 + High-stakes tests	Online discussion #9
April 10	Partnerships Margot's house 680 Pansy Ave Winter Park, FL	Bean ch 10 +Leisure	Online discussion #10 State Guidelines Report due
April 17	Writing Proposals	Bean ch 11 + How to fail	Online discussion #11 Research-based Instruction presentation due
April 24	Challenges and Changes	Bean ch 12 + Crow	Online discussion #12 Resume and Cover Letter due
May 1	<del>Review Session</del> No f2f session		Grant Writing Project due

Current and Proposed MEd Coursework  
Side by Side

Current Required

EDU 512  
EDU 567  
EDU 544  
EDU 513  
RED 575  
EDU 580

Proposed Required

RED 544 (was EDU 544)  
RED 581  
RED 583  
RED 584  
RED 589

Current Electives

EDU 510  
EDU 511  
EDU 536  
EDU 547  
EDU 587  
EDU 590  
RED 577  
EDU 599  
RED 599  
Candidates

Proposed Electives

EDU 545  
EDU 546  
EDU 547  
EDU 599  
RED 599  
RED 511 (was EDU 511)  
RED 582

Proposed Required Courses for

Without Reading Endorsement

RED 509  
RED 568  
RED 569  
RED 575  
RED 577

**Rollins College**  
**Department of Education**

**RED 584: Intensive Intervention and Assessment for Students with Reading Difficulties**

Dr. Margot Fadool  
Email: mfadool@rollins.edu  
Office hours: by appointment

Office: 244 CSS  
(407) 691-1333

**Course Goal:** Graduate students will be able to apply their knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations. Graduate students will implement explicit, systematic and multisensory reading instruction and intervention strategies for students with reading difficulties.

**Objectives:**

- Applies knowledge of language development, literacy development, and assessment to instructional practices.
- Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.
- Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition.
- Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.
- Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary.
- Demonstrate knowledge of research-based instructional practices for facilitating reading comprehension.
- Demonstrate knowledge of instruction to facilitate students' metacognitive efficiency in reading.
- Demonstrated knowledge of research-based instructional practices for developing critical thinking and content area reading skills.
- Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional application that promotes increases in student learning trends in reading over time.
- Demonstrate knowledge of differentiating instruction for all student sin mainstream classes, including students with disabilities in reading, and LEP students.
- Demonstrate instructional skill in working with LEP students that are at different levels of oral proficiency.
- Demonstrate knowledge of creating both language-rich and print-rich environments.

## **Assignments:**

### **Time Sheet**

Create a time sheet to show the amount of hours you have spent working directly with the students. A minimum of 50 hours is required.

### **Portfolio for Practicum**

**Create a portfolio highlighting the circular natural between evaluation and instruction. Include all assessments, activities and anecdotal records for your three focal students. Use test scores, interviews with the teacher or reading specialist, and your own observations. Keep a journal of the students' progress, setbacks, and other changes. (2-3 entries per week minimum)**

### **Article Summary**

For each of the five areas of NCLB reading areas: Phonemic Awareness/Phonics, Vocabulary, Comprehension, Fluency and Motivation; find and read two articles printed within the last three years in a peer reviewed education journal. There are many but here is a list of some of my favorites: Reading Teacher, Language Arts, Journal of Adolescent & Adult Literacy, Educational Leadership, Journal of Teacher Education, American Education Research Journal. Journal of Literacy Research\*, Reading Research Quarterly.\* (\* indicates more challenging reading material). Include a written summary and be expected to discuss (with vigor) the content of your articles.

**Template for Article Summary Sheets.**

**Use Arial font, size 12. Margins: Left 1.5", Top 1", Right 1", and Bottom 1."**

**Topic: Fluency (size 16)**

**Source: (Size 14, Bold)**

**List the APA style reference here. (Size 12)**

**Summary: (Size 14, Bold)**

**Write a one paragraph summary of the article you read. (Size 12)**

**Implications: (Size 14, Bold)**

**List 3 – 5 ways this article, or you, suggest using this strategy in the reading classroom. (Size 12)**

**Don't type anything written in red.**

**Rollins College**  
**Department of Education**

**RED 589: Literacy Research, Theory, and Practice (K-12)**

**Course Description**

Through the integration of literacy research, theory, and practice, this course provides graduate students with an opportunity to critically examine their literacy practices and demonstrate their knowledge and proficiency in supporting literacy learning for all K-12 students. With a focus on culturally-responsive literacy instruction, educators will review recent literacy research as well as design and conduct an action research project that examines an aspect of their literacy instruction.

**Course Rationale**

Reading educators regularly reflect on their instruction in order to improve literacy teaching and learning. This course taken at the end of the program provides reading educators with an opportunity to examine an aspect of their literacy instruction through an action research project informed by the candidates' knowledge of literacy research and theory as well as culturally-responsive pedagogies.

**Course Objectives**

Students will:

- Review recent research and seminal works in the field of language and literacy education (1.1).
- Review research and theory on culturally-responsive literacy instruction (2.2, 4.2).
- Design and conduct an action research project that examines an aspect of literacy instruction (1.3, 2.1, 2.2).
- Identify and incorporate instructional practices that positively impact students' knowledge, beliefs, and engagement with cultural and linguistic diversity (4.2).
- Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (4.1, 4.2, 4.3)
- Demonstrate “best” practices in his/her classroom and thoughtfully reflect upon how these best practices support literacy learning for all students (5.1, 5.2, 5.3, 5.4).

(International Literacy Association, Standards 2010, Elementary Classroom Teacher competencies listed)

**Required Texts & Materials**

- Articles and texts on a variety of literacy topics will be assigned and/or distributed by the instructor
- 3-ring binder with dividers

**Course Requirements & Grading**

Annotated Bibliography of Language and Literacy Education	20%
Language, Literacy, and Culture: Action Research in the Literacy Classroom	40%
Professional Portfolio	20%
Language, Literacy, and Culture Interactive Presentations	20%

A 100% - 94%      A- 93% - 90%      B+ 89% - 87%      B 86% -83%  
B- 82% - 80%      C+ 79% - 77%      C 76% - 73%      C- 72% -  
70%

Grading Note: The percentages listed beside each assignment are those used in determining the final course grade. Overall, your total percentage will indicate the letter grade you will receive for the course. Any assignments turned in after the specified due date will be given half credit unless prior arrangements have been made with the professor.

### **Annotated Bibliography of Language and Literacy Education - 20%**

Locate and read at least 10 research- or practitioner-based journal articles related to an aspect of language and literacy education that you are interested in examining or improving in your own classroom. Prepare an annotated bibliography that includes the following information about your articles:

- Book Information - APA Citation for each book.
- Summary – Summarize the important points shared in the article.
- Reflection - How did this article inform your literacy teaching practice? What do you think of differently in your literacy instruction as a result of reading this article?

### **Language, Literacy, and Culture: Action Research in the Literacy Classroom - 40%**

With a focus on culturally-responsive literacy instruction, you will be designing and conducting an action research project that examines an aspect of your literacy instruction. After reviewing recent research and seminal literature on your topic, you will be formulating a research question and designing your action research project. We will be discussing this project throughout the semester. A handout will be provided in class with the specifics of this project.

### **Professional Portfolio - 20%**

This professional portfolio will demonstrate the candidate's knowledge and proficiency as a teacher, literacy professional, and continuous learner based on the Massachusetts Standards and Indicators of Effective Teaching Practices and the ILA Standards for Reading Educators. The candidate will write a brief reflection for each portfolio objective connected to the content of the courses in the M.Ed. in Language Literacy and Culture Program and will include corroborating evidence for each portfolio objective. This portfolio will be based upon "best" literacy practices the candidate demonstrated in his/her classroom and/or in his/her course assignments. In addition, educators will critically examine their literacy practices and demonstrate their knowledge and proficiency as a literacy educator that supports literacy learning for all students.

### **Language, Literacy, and Culture Interactive Presentations - 20 %**

Throughout this course, candidates will become experts on a particular literacy topic based on their research and interests. Candidates will each read a seminal text as well as several recently published research articles on their literacy topic. Candidates will present their

literacy topic to the class in interactive presentations throughout the semester. As part of the interactive presentations, candidates will:

- Develop a 1-2 page handout summarizing the most important information about the literacy topic. Include bibliographic information for each chapter in APA format. Provide each member of the class and the instructor with a copy of your handout.
- Present the literacy topic in a way that explains the big ideas.
- Develop a few questions (2-3) that will engage all of us in a discussion about your literacy topic.
- Guide members of the class in understanding how to apply important information and ideas from your literacy topic to instructional decisions and classroom activities (Theory into Practice).
- Identify issues requiring advocacy and action.

### **Bibliography of Relevant Reading** **Culturally Responsive Instruction**

Campano, G. (2007) *Immigrant students and literacy: Reading, writing, and remembering*. New York, NY: Teachers College Press.

Compton-Lilly, C. (2009). *Breaking the silence: Recognizing the social and cultural resources students bring to the Classroom*. Newark, DE: International Reading Association.

Chartock, R. (2010). *Strategies and lessons for culturally responsive teaching: A primer for K-12 teachers*. Boston, MA: Pearson.

Davis, B. (2012). *How to teach students who don't look like you: Culturally responsive teaching strategies*. Thousand Oaks, CA: Corwin.

Delgado-Gaitan, C. (2006). *Building culturally responsive classrooms: A guide for K-6 teachers*. Thousand Oaks, CA: Corwin Press.

Derman Sparks, L. (2006). *What if all the kids are white? Anti-bias multicultural education with young children and families*. New York, NY: Teachers College Press.

Ginsberg, M.B. (2015). *Excited to learn: Motivation and culturally responsive teaching*. Thousand Oaks, CA: Corwin.

Hollie, S. (2012). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Huntington Beach, CA: Shell Education.

McIntyre, E. (2011). *Reading instruction for diverse classrooms: Research-based, culturally responsive practice*. New York, NY: Guilford Press.

Nieto, S. (2013). *Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms*. Portsmouth, NH: Heinemann.

Schmidt, P. R. (2006) *50 literacy strategies for culturally responsive teaching, K-8*. Thousand Oaks, CA: Corwin Press.

Souto-Manning, M. (2013). *Multicultural teaching in the early childhood classroom: Approaches, strategies, and tools, preschool-2nd grade*. New York, NY: Teachers College Press.

Turner, J. D. (2007). Beyond cultural awareness: Prospective teachers' visions of culturally responsive literacy teaching. *Action in Teacher Education*, 29(3), 12-24.

### **Action Research**

Boon, S. I. (2014). Increasing the uptake of peer feedback in primary school writing: Findings from an action research inquiry. *Education*, 13(3), 1-14.

Bray, J., Lee, J.A., Smith L.L., & Yorks, L. (2000). *Collaborative Inquiry in Practice: Action, Reflection, and Making Meaning*. Sage Publications.

Chang, B. (2013). Voice of the voiceless? Multiethnic student voices in critical approaches to race, pedagogy, literacy and agency. *Linguistics and Education*, 24(1), 348-360.

Efrat, S.E. & Ravid, R. (2013). *Action Research in Education: A Practical Guide*. New York, NY: Guilford Press.

Heskial, J., & Wamba, N. G. (2013). Lifting kindergarteners' writing to meet the common core learning standards: A collaborative inquiry. *Canadian Journal of Action Research*, 14(2), 51-64.

Hong, C.E., Lawrence, S.A. (2011). Action Research in Teacher Education: Classroom Inquiry, Reflection, and Data-Driven Decision Making. *Journal of Inquiry & Action in Education*, 4(2).

Mertler, C.A. (2006). *Action Research: Teachers as Researchers in the Classroom*. Thousand Oaks, CA: Sage.

Stringer, E. (2008). *Action Research in Education*. Pearson/Merrill/Prentice Hall.

### **Tentative Course Schedule**

<b>Weeks</b>	<b>Topics</b>
1-2	<ul style="list-style-type: none"><li>• Introduction, Syllabus, Content of Course</li><li>• What is Culturally Responsive Pedagogy?</li><li>• How does culture influence literacy instruction and literacy instruction influence culture?</li></ul>

	<ul style="list-style-type: none"> <li>● Overview of the Action Research Process <ul style="list-style-type: none"> <li>○ Discussion of the action research process</li> <li>○ Discussion of previous action research experiences</li> </ul> </li> <li>● Begin Review of Literature – Annotated Bibliography</li> </ul>
3-5	<ul style="list-style-type: none"> <li>● Exploring our Cultural Identities and those of our Students</li> <li>● Supporting Culturally and Linguistically Diverse students in the Literacy Classroom</li> <li>● Action Research Design <ul style="list-style-type: none"> <li>○ Developing your research question</li> <li>○ Purpose of your study</li> <li>○ Description of your study</li> <li>○ School and Classroom Demographics</li> </ul> </li> <li>● Continue Review of Literature – Annotated Bibliography</li> </ul>
6-8	<ul style="list-style-type: none"> <li>● Week 6 – Begin Action Research Project</li> <li>● Action Research Project – Sharing</li> <li>● Promoting Equity and Social Justice in the Literacy Classroom</li> <li>● Annotated Bibliography Due</li> <li>● Language, Literacy, and Culture Presentation # 1</li> <li>● Language, Literacy, and Culture Presentation # 2</li> <li>● Language, Literacy, and Culture Presentation # 3</li> </ul>
10-12	<ul style="list-style-type: none"> <li>● Week 12 – End Action Research project</li> <li>● Action Research project - Debriefing</li> <li>● Language, Literacy, and Culture Presentation # 4</li> <li>● Language, Literacy, and Culture Presentation # 5</li> <li>● Language, Literacy, and Culture Presentation # 6</li> </ul>
12-15	<ul style="list-style-type: none"> <li>● Presentation of Action Research Projects</li> <li>● Contemporary Issues in Literacy Education</li> </ul>
15-16	<ul style="list-style-type: none"> <li>● Professional Portfolio due</li> <li>● Contemporary Issues in Literacy Education</li> </ul>

## Master of Education, Major in Reading Market Analysis

### A. Critical Shortage Area

Reading has been identified by the Florida Department of Education as one of the critical shortage fields every year available in their archives (since 2010-11) and has again been identified as a critical shortage field for the 2019-2020 academic year.

### B. Number of Students Expected Each Year Over the First Five Years

Beginning in the fall of 2019, a cohort of approximately 12 candidates will be admitted to the program. These students will complete the 30-credit degree in five semesters, graduating in May of 2021. Another cohort of approximately 12 candidates will be admitted to the program and begin the sequence in the fall of 2021. These students will complete the 30-credit program in five semesters, graduating in May of 2023. Another cohort of approximately 12 candidates will be admitted to the program and begin the sequence in the fall of 2023. These students will complete the 30-credit program in five semesters, graduating in May of 2025.

### C. How Courses will be Staffed

Because the Master of Education, Major in Reading has not yet been approved by the College, we have not enrolled candidates to date. We do have a group of approximately six prospective candidates who are waiting for the approval of the program. When the program is approved we will begin formally accepting applications for the fall 2019 cohort. Part time faculty will be hired to assist current faculty in staffing the program until a new position is approved by the College. We will not be requesting a full-time position until we have the students in our program to justify it.

### D. Alumni Survey of Interest

In the fall of 2017 we surveyed recent graduates to see what they would like to see in a revised MEd at Rollins. Twenty-five alumni responded to our survey (n=25). Below are some useful findings:

- Given three program options (Reading, ESE, Global Studies), Reading rated as the most preferred of the three.
- Program features that rated high among respondents included classes that met on campus, summer classes, completing the program as a cohort, and offering classes that were both face to face AND online, not blended.

While not conclusive, these survey results will influence the features of our revised MEd.

### E. MEd in Reading Programs Offered by Regional Institutions

After conducting a review of existing graduate programs in Reading in Central Florida, it was determined that two such programs were in place. One program at Belhaven University is a private, fully online 33-credit Master of Education in Reading Literacy. Tuition for this program is \$1530 per 3 credit course plus a \$75 per course technology fee. For the 33-credit program, the tuition and the technology fee would amount to \$17,655 plus books and certain other fees. Another program, a Master of Education in Reading at the University of Central Florida does not appear to be online. This program is a 30-credit program with the possibility of needing

additional prerequisite courses in Reading, similar to the design of our program. The cost for this program is \$1109 per course or \$11,090 for the 30-credit program.

## **PROGRAM OF STUDY: MASTER OF EDUCATION, READING MAJOR**

The Master of Education in Reading allows students already certified in Elementary Education/ESOL (K-6) in Florida to complete the requirements for certification in Reading (K-12) and the masters degree at the same time. All candidates will complete the 5 courses required for Reading Certification. Candidates' transcripts will be reviewed to determine how many of the courses required for Reading Endorsement are required and therefore how many electives will be completed. All candidates will complete a minimum of 30 credit hours, including the five courses for Reading Certification and a combination of Electives and courses for Reading Endorsement.

### **Courses for Reading Certification (K-12):**

- RED 544 Statistics for Teachers: Tests and Measurements
- RED 581 Enhancing Instruction: Using Children's and Young Adult Literature
- RED 583 Advanced Reading Strategies for Coaching, Assessment, and Remediation
- RED 584 Intensive Intervention and Assessment for Students with Reading Difficulties
- RED 589 Literacy Research, Theory, and Practice

### **Courses for Reading Endorsement (to be determined by Reading Faculty)**

- RED 509 Foundations of Reading (K-12)
- RED 568 Differentiation in Language Arts and Content Area Instruction
- RED 569 Research Based Practices in Reading and Language Arts
- RED 575 Diagnostic Techniques in Reading
- RED 577 Demonstration of Accomplishment in Reading

### **Electives**

- EDU 567 Inclusive Schools and Communities
- EDU 547 Global Perspectives on Education

EDU 545	Orientation to International Studies (1 cr.) &
EDU 546	International Field Study (3 cr.)
EDU/RED 599	Independent Study
RED 511	Methods for Teaching Writing in Elementary Schools
RED 582	Children's Literature: A Global Perspective

## **Course Descriptions**

### **Courses for Reading Certification (K-12):**

#### **RED 544 Statistics for Teachers: Tests and Measurements [3]**

This course includes basic statistical concepts and theories of tests and measurements. Students will learn to apply descriptive and inferential statistics to educational settings.

#### **RED 581 Enhancing Instruction: Using Children's and Young Adult Literature**

This course will begin with a comprehensive review of best practices in effective instruction. Graduate students will then explore a variety of strategies available to enhance instruction and create a motivational environment for learners. Throughout the semester, graduate students will be reading and responding to a variety of recently published literature for children and young adults. Students work toward expertise in matching techniques and materials to the needs of the individual child.

#### **RED 583 Advanced Reading Strategies for Coaching, Assessment, and Remediation**

Graduate students will focus on intervention and assessment strategies at the school level for administering and interpreting assessments. A coaching model will be presented for supporting school personnel with instructional strategies and materials based on current reading research which has proven to be effective for the prevention and remediation of reading difficulties.

#### **RED 584 Intensive Intervention and Assessment for Students with Reading Difficulties**

Graduate students will be able to apply their knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations. Graduate students will implement explicit, systematic and multisensory reading instruction and intervention strategies for students with reading difficulties.

#### **RED 589 Literacy Research, Theory, and Practice**

Through the integration of literacy research, theory, and practice, this course provides graduate students with an opportunity to critically examine their literacy practices and demonstrate their knowledge and proficiency in supporting literacy learning for all K-12 students. With a focus on culturally-responsive literacy instruction, educators will review recent literacy research as well as design and conduct an action research project that examines an aspect of their literacy instruction.

## **Courses for Reading Endorsement:**

### **RED 509 Foundations of Reading (K-12) [3]**

This is the introductory course in the reading sequence. The course covers the theoretical models of reading, emergent literacy, phonics instruction, and the reading/writing connections. A balanced approach to reading instruction is emphasized.

### **RED 568 Differentiation in Language Arts and Content Area Instruction [3]**

This course presents strategies for teaching the four areas of language arts: reading, writing, listening, and speaking. Emphasis on the importance of integrating reading and content area instruction. Strategies for diverse learners will be implemented in an original unit of instruction designed by the student based on best practices of a balanced reading classroom. ESOL infused course. Prerequisite: RED 509.

### **RED 569 Research-Based Practices in Reading and Language Arts**

This course immerses students in authentic literature appropriate for elementary grade reading instruction. Students will apply knowledge of recent research in the field and techniques for integrating meaningful reading and writing experiences throughout the curriculum. Emphasis on strategies for appropriate literature responses through literature circles and application of the writing process.

### **RED 575 Diagnostic Techniques in Reading [3]**

This course examines a variety of testing available to classroom teachers to diagnose and improve reading instruction. Students will administer diagnostic instruments and design and implement curriculum to improve the student's reading skills. Prerequisite/Corequisite: RED 509.

### **RED 577 Demonstration of Accomplishment in Reading: Elementary [3]**

Candidates will, through an extensive reading field experience, apply knowledge of data-based instructional planning within an elementary school classroom. Candidates will implement an integrated literacy unit, which will include strategies for differentiation, integration of reading and writing throughout all content areas and progress monitoring with evidence of student learning gains. Prerequisites: (two of four) RED 509, 575, 568, and 569.

## **Electives:**

### **EDU 567 Inclusive Schools and Communities [3]**

Offers the student a first-hand look at the process of screening, referring, evaluating, and placing school-age learners in educational settings where they can benefit most from the educational services available to them under the law. Emphasis is placed on the inclusive school and community, where disabled and nondisabled learners are educated together in classrooms, and educational services are brought to the classroom instead of bringing the learners to the services. Strategies for successful collaboration and inclusion are included.

### **EDU 547 Global Perspectives on Education [3]**

Autobiographical memoirs will be analyzed with focus on the authors' efforts to construct a coherent narrative of life and identity. Special attention given to recent memoirs by travelers and immigrants that raise questions about culture, conflict, and identification. Psychological studies of memory and philosophical reflections on the puzzle of identity over time.

### **EDU 545 Orientation to International Studies [1]**

This course serves as an orientation to a field study. Students will read, write, view videos, and discuss the culture, people, geography, history, politics, religions, education and economy of the country where the field study will take place. This course is a prerequisite to selected field studies. Instructor approval required.

### **EDU 546 International Field Study [3]**

These field studies are designed to immerse students in another culture and offer an opportunity to teach, work in communities, and develop relationships with people in different cultures around the world. Student work will be determined in part by the student's area of study at Rollins.

### **EDU/RED 599 Independent Study [1-3]**

Directed individual instruction in a content area of a student's choice. Consent of instructor and program director required.

### **RED 511 Methods for Teaching Writing in Elementary Schools [3]**

Students will learn various writing process pedagogies and theories and explore methodologies for teaching writing in the language arts curriculum and across subject matter.

### **RED 582 Children's Literature: A Global Perspective**

This course immerses students in authentic literature appropriate for elementary grade reading instruction. Students will become familiar with a variety of major children's authors and illustrators, the genres of

children's literature and the research in the field along with techniques for effective uses of children's literature in the classroom. The course has an emphasis on strategies appropriate for responding to literature and participating in literature circles.

# Master of Education Degree Map (Current)

## Graduation Requirements

The Master of Education is a 36-hour graduate program of advanced studies for certified teachers. An assigned faculty advisor develops an Individual Plan of Study with each student. The MEd program offers courses in practical areas of study to expand the level of education and proficiency for classroom teachers.

### Core Course Requirements (6 credits)

Semester Grade	Course	
_____	EDU 512	Strategies for Instruction, Learning and Classroom Management With Diverse Elementary Learners
_____	EDU 567	Inclusive Schools and Communities

### Content Course Requirements (12 credits)

_____	EDU 513	Curriculum and Assessment with Diverse Learners	_____
_____	EDU 544	Statistics for Teachers: Tests and Measurements	_____
_____	EDU 575	Diagnostic Techniques in Reading	_____
_____	EDU 580	The Multicultural Classroom: Issues in Cross-cultural Communication and Understanding	_____

### Electives (18 credits)

_____	EDU 510	Teaching in the 21 <sup>st</sup> Century Classroom	_____
_____	EDU 511	Teaching Writing in Elementary Schools	_____
_____	EDU 536	Research in Education	_____

_____	EDU 547	Global Perspectives in Education	_____
_____	EDU 587	Child Development	_____
_____	EDU 590	Special Topics of Education	_____
_____	RED 577	Demonstration of Accomplishment in Reading: Elementary	_____
_____	EDU 599	Independent Study in Education	_____
_____	RED 599	Independent Study in Reading Education	_____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

## Master of Education, **Reading Major** (Proposed)

### Graduation Requirements

The Master of Education with a Reading Major allows students already certified in Elementary Education/ESOL (K-6) in Florida to complete the requirements for certification in Reading (K-12) and the masters degree at the same time. All candidates will complete the 5 courses required for Reading Certification. Candidates' transcripts will be reviewed to determine how many of the courses required for Reading Endorsement are required and therefore how many electives will be completed.

#### Courses for Reading Certification (K-12):

**Semester  
Grade**

**Course**

_____	RED 544	Statistics for Teachers: Tests and Measurements	_____
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- \_\_\_\_\_ RED 581 Enhancing Instruction: Using Children's and Young Adult Literature \_\_\_\_\_
- \_\_\_\_\_ RED 583 Advanced Reading Strategies for Coaching, Assessment, and Remediation \_\_\_\_\_
- \_\_\_\_\_ RED 584 Intensive Intervention and Assessment for Students with Reading Difficulties \_\_\_\_\_
- \_\_\_\_\_ RED 589 Literacy Research, Theory, and Practice \_\_\_\_\_

**Courses for Reading Endorsement (to be determined by Reading Faculty)**

- \_\_\_\_\_ RED 509 Foundations of Reading (K-12) \_\_\_\_\_
- \_\_\_\_\_ RED 568 Differentiation in Language Arts and Content Area Instruction \_\_\_\_\_
- \_\_\_\_\_ RED 569 Research Based Practices in Reading and Language Arts \_\_\_\_\_
- \_\_\_\_\_ RED 575 Diagnostic Techniques in Reading \_\_\_\_\_
- \_\_\_\_\_ RED 577 Demonstration of Accomplishment in Reading \_\_\_\_\_

**Electives**

- \_\_\_\_\_ EDU 567 Inclusive Schools and Communities \_\_\_\_\_
- \_\_\_\_\_ EDU 547 Global Perspectives on Education \_\_\_\_\_
- \_\_\_\_\_ EDU 545 Orientation to International Studies (1 cr.) & \_\_\_\_\_
- \_\_\_\_\_ EDU 546 International Field Study (3 cr.) \_\_\_\_\_
- \_\_\_\_\_ EDU 599 or RED 599 Independent Study \_\_\_\_\_
- \_\_\_\_\_ RED 511 Methods for Teaching Writing in Elementary Schools \_\_\_\_\_
- \_\_\_\_\_ RED 582 Children's Literature: A Global Perspective \_\_\_\_\_

Name: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

# LANGUAGE COMPETENCY

**Only the following students can be exempted from the Foreign Language Competency upon admission to Rollins College:**

1. International students who have been admitted to the College based on their TOEFL (Test of English as a Foreign Language) score.
2. Students who have been admitted to the College based on an overall band score of 6.5 or higher on the International English Language Testing System (IELTS). This test cannot be taken after admission to serve as a means of exemption.
3. Students who transfer to Rollins with an AA degree from a regionally accredited community college or state college.
4. Students who have scored a 4 or 5 on the AP exam in the respective modern language, or a 5 on the AP exam in the respective ancient language.
5. Students who have scored a 6 or 7 on the IB exam in the respective language.

**Ways to fulfill the Foreign Language Competency. NO student is waived out of this requirement.**

*Online courses from a regionally-accredited institution of higher learning may be accepted to fulfill the "F" competency. However, the Department reserves to right to examine each request individually to ensure the online course meets the Department's learning standards and expectations and provides that same level and quality of language instruction as an in-seat class.*

1. **Successfully complete a course at the 200-level or above** in the languages taught in the Modern Languages Department or Classical Studies Program, which are: **Arabic, Chinese, French, German, Latin, Spanish, Greek and Japanese.**<sup>1</sup> While students may pass the class with a grade below C-, they will need a C- or above to obtain the FCMP. They will either start the language sequence at the elementary level (101, 102) or self-place themselves through the placement exam.

2. **Complete a course at the 200-level or above** in the languages taught at Rollins or in other languages taught at a regionally-accredited institution of higher learning.

**Example:** a student completes a 200-level course in Portuguese or French at the University of Florida and transfers those credits to Rollins.

3. **Native speakers or heritage speakers\*** of any language **other than English** who have NOT taken the **TOEFL or CBT** before entering Rollins can to fulfill the "F" competency

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<sup>1</sup> Students should be forewarned that we cannot guarantee Japanese or Greek will be offered every year. Students who begin instruction in these languages at the 100 level *might* not be able to fulfill their FCMP at Rollins.

with the adequate 200-level course (a one-semester course designed for heritage speakers) or complete **ONE course** in international culture at any level.

**Example:** Native speaker of Farsi (no TOEFL) - can take one internationally focused culture course (such as LAC 200: Foundations of Latin American Culture and Society) to satisfy the "F" competency.

\* In order to determine who has the level of linguistic proficiency of a native speaker in the languages regularly taught at Rollins College (**Arabic, Chinese, French, German, and Spanish**), students will have to consult the Department of Modern Languages and Literatures.

4. Students with a **documented learning disability** in foreign language study who have registered with the Office of Accessibility Services may qualify for an accommodation: taking two international culture courses in lieu of language study. See the Office of Accessibility Services for more details.

### **Language Placement Exams**

Online WebCape placement tests are available for **SPANISH, GERMAN, CHINESE, AND FRENCH**. WebCape is only a self-placement tool designed to help students to register for the appropriate level of the target language. **No WebCape score, no matter how high, exempts any student from the outlined ways to meet or be exempted from the "F" competency.**

**ARABIC.** All students who have not previously taken Arabic classes at Rollins but who have some prior knowledge of Arabic must take a placement test. The test includes listening, reading, writing, and an oral interview with the test proctor. The test is given during the week before classes begin. For information about the Arabic assessment test, please contact Prof. Abeer Aloush at [aaloush@rollins.edu](mailto:aaloush@rollins.edu).

**LATIN.** Students should contact the Classical Studies Program in order to take the placement exam for Latin.

**JAPANESE.** Students with prior knowledge of Japanese should contact Prof. Harue Patterson for proper placement. [hpatterson@rollins.edu](mailto:hpatterson@rollins.edu)

**PLEASE NOTE:** any additional language requirements in a student's major beyond the "F" Competency *may or may not* be fulfilled by the above exemption methods. Students need to consult with their academic advisors or their major departments to be sure they are fulfilling all major requirements related to language study in their particular majors.

## Fellowships Committee

The office of External and Competitive scholarships (ECS) will create an advisory board comprised of staff and faculty.

The goal of this committee is to oversee, advise, and assist the Director of ECS.

The committee will consist comprising nine members representing faculty and staff. Members will serve a three-year term. The ECS seeks members with expertise in different subject areas and regions of the world. To maintain continuity, three members will rotate off every year. They will be replaced with new members with similar expertise.

Committee Structure:

The Fellowships Committee (FC) will represent the following areas, based on student needs.

1. One member from the Global initiatives Committee
2. One member with expertise in the LAC region.
3. One member with expertise in East Asia
4. One member with expertise in the MENA region
5. One member from International Programs Office
6. One member from International Students and Scholars Office
7. Three generalists, one each from science, social science, and humanities or as needed

Outgoing members will assist the Director to recruit their replacements. The Executive Committee will ratify the incoming members of the committee.

Duties of the member of FC

- The FC will meet once a semester to discuss various scholarship deadlines during the semester and expected number of applications.
- Conduct business via email and meet with students as needed.
- Advise and assist the Director in the following ways.
  - Meet with selected students to help them with applications.
  - Recruit other members of faculty who may be ideal to work with a student. (For example, if a student is applying to study gender issues, a member of the FC may reach out to a faculty member who is an expert on gender)
  - Recruit highly talented students from their departments.

- Write campus nomination letters. They will write a campus nomination letter for the student. Each FC member will work with no more than three students per semester.

## ATTACHMENT 5

Rollins College Endowed Chair Policy

FAC Draft

EC endorsed – February 14, 2019

Endowed chairs, endowed professorships, and Cornell distinguished faculty positions enable Rollins to recognize exemplary faculty who have evidenced excellence in at least two of the faculty's three primary emphases of teaching, scholarship, and service.

Endowed chairs and professorships are established with private gifts that the College has formally accepted and are accompanied by supporting documentation governing the awarding criteria and usage of the funds based on the College's endowment spending policy. The College is obligated to award endowed chairs and professorships to the best of its ability as stipulated in the gift documentation. Any requests for changes to the awarding criteria must be directed to the President and Vice President for Institutional Advancement.

### 1. Cornell Distinguished Faculty positions

- a. The purpose of the CDFA is to recognize and incentivize faculty for excellence in at least two of the following: teaching, scholarship, and service.
- b. At the end of the CDFA term, the awardee will publicly present to the College regarding their recent distinguished accomplishments in teaching, scholarship, and/or service.
- c. All tenured and tenure-track faculty are eligible and can apply. Recipients hold a CDFA position for three academic years. CDFAs cannot be used to recruit new faculty to the College.
- d. In each year of the award the holder receives professional development funds, and a base salary increase following completion of the three-year term. In AY18-19 the annual award is \$5000, and the base salary increase is \$2500.
- e. Recipients cannot simultaneously hold an Endowed Professorship or an Endowed Chair position.

### 2. Endowed Professorships

- a. The purpose of an Endowed Professorship is to recognize and incentivize faculty for distinction in teaching, service, and most notably scholarship. At the end of the endowed professorship term, the awardee will publicly present to the College regarding their recent distinguished accomplishments in teaching, scholarship, and/or service.
- b. All tenured faculty are eligible and can apply. Endowed Professorships cannot be used to recruit new faculty to the College.
- c. Recipients hold the position for a term of six academic years. The holder of an endowed professorship will receive a stipend, an annual course release, and annual professional development funds. Endowed professorships can be held for no more than two consecutive terms.

- d. In AY18-19 the award is a course release, a \$5000 stipend, and a \$3300 professional development fund.
  - e. Recipients are permitted to defer (“bank”) up to 3 course releases at a time; all service responsibilities continue regardless of course releases taken
  - f. Recipients cannot simultaneously hold a Cornell Distinguished Faculty position or Endowed Chair position
  - g. Endowed professorships cannot be used to recruit faculty except in such limited cases where the standing gift documentation states that the award may be used for this purpose.
3. Endowed Chairs
- a. The purpose of an Endowed Chair is to recognize and incentivize faculty for national and international distinction in teaching, service, and most notably scholarship. At the end of each six-year term, the awardee will publicly present to the College regarding their recent distinguished accomplishments in teaching, scholarship, and/or service.
  - b. All tenured faculty are eligible and can apply.
  - c. Recipients hold the position for a term of six academic years. The holder of an endowed chair will receive a stipend, an annual course release, and annual professional development funds. Endowed Chairs do not have term restrictions.
  - d. In AY18-19 the award is a course release, a \$5000 stipend, and a \$3300 professional development fund.
  - e. Recipients are permitted to defer (“bank”) up to 3 course releases at a time; all service responsibilities continue regardless of course releases taken
  - f. Recipients cannot simultaneously hold a Cornell Distinguished Faculty or Endowed professor position

**Review Policy:**

At the end of each year, awardees are required to submit reports to the Dean of the Faculty and the Provost, in which they summarize their activities in teaching, scholarship, and service. The Dean of Faculty and the Provost will review the summaries as the basis for the awardees’ reaffirmation letters. In the third year of the award term, the Dean of Faculty and the Provost will review the annual reports and evaluate each awardee’s portfolio.

**Renewal Policy:**

In the fifth year of the award term, the awardee will submit a portfolio reflecting on their teaching, service, and scholarship activities during the period of their endowment or since their renewal. The portfolios will be evaluated by the Dean of Faculty and the Provost, who will submit letters of evaluation to the FAC. The FAC will review the portfolios and evaluation letters for the past 5 years and write an evaluation letter if necessary.

## Application and Recommendation Process

The recommending committee for the awarding of endowed chairs, professorships, and distinguished faculty is made up of seven members. The committee includes the chair of the Faculty Affairs Committee, one tenured faculty member appointed by the FAC, three current holders of endowed chairs, the Dean of the Faculty, and the Provost. To the degree possible, the membership of the recommending committee reflects the diversity of the faculty and strives for divisional representation.

In early December, the recommending committee distributes a call for applications for open endowed chairs, professorships, and distinguished faculty positions. All tenured and tenure-track faculty in the College of Liberal Arts are eligible to submit applications to open distinguished faculty positions. All tenured faculty in the College of Liberal Arts are eligible to submit applications for endowed chair and endowed professorships.

An application consists of a current vita, a letter (no more than 1000 words) addressing evidence of excellence in teaching, scholarship, and service, and a one-page statement that sets forth the goals over the period the endowed position is held. Applicants should also submit supporting documentation, such as syllabi and other instructional material, and any other evidence of excellence in teaching, scholarship, and service. By February 15, all applicants should submit their materials to the Dean of the Faculty. The recommending committee makes its recommendations on the basis of the applicant's submitted materials.

The committee forwards its recommendations to the Provost for presentation to the President in time for an announcement at the final faculty meeting of the spring term. Final approval and awarding of persons to endowed professorships or endowed chairs are made by the President in alignment with gift documentation.

### Recommendations for Rollins Administration

1. FAC suggests that the current Cornell endowed chairs be converted to endowed professorships. These positions are not restricted to any specific department and are the most logical to be used as term-limited endowed positions. Additionally, the Kenan Chair, the Binz chair in world studies, and the Johnson chair in distinguished teaching are not tied to any single department and would therefore be most easily transitioned to endowed professorships.
2. FAC wants to emphasize that the Administration is the steward of the endowed faculty funds. We encourage the Administration to review funding for each of these positions and make prudent choices regarding future appointments.

3. FAC suggests the Administration consider the benefits allotted to holders of these endowed positions. FAC doesn't feel it is within their purview to dictate the award benefits. Given the new three-tiered endowed chair structure, it may be appropriate to review the benefits provided to award holders.
4. The terms endowed professorship and endowed chair are used internally to Rollins College to differentiate between fixed term and fully renewable endowed faculty positions. Both titles indicate a type of endowed chair. We encourage Institutional Advancement to simply use the term endowed chair when working with outside funding sources.

FAC voted (7 yes, 1 abstain) to forward this to EC for consideration.

Rollins College Endowed Chair Policy - Alternate

Endowed chairs and Cornell distinguished faculty positions enable Rollins to recognize exemplary faculty who have evidenced excellence in at least two of the faculty's three primary emphases of teaching, scholarship, and service.

Endowed chairs are established with private gifts that the College has formally accepted and are accompanied by supporting documentation governing the awarding criteria and usage of the funds based on the College's endowment spending policy. The College is obligated to award endowed chairs to the best of its ability as stipulated in the gift documentation. Any requests for changes to the awarding criteria must be directed to the President and Vice President for Institutional Advancement.

4. Cornell Distinguished Faculty positions
  - a. The purpose of the CDFA is to recognize and incentivize faculty for excellence in at least two of the following: teaching, scholarship, and service.
  - b. At the end of the CDFA term, the awardee will publicly present to the College regarding their recent distinguished accomplishments in teaching, scholarship, and/or service.
  - c. All tenured and tenure-track faculty are eligible and can apply. Recipients hold a CDFA position for three academic years. CDFAs cannot be used to recruit new faculty to the College.
  - d. In each year of the award the holder receives professional development funds, and a base salary increase following completion of the three-year term. In AY18-19 the annual award is \$5000, and the base salary increase is \$2500.
  - e. Recipients cannot simultaneously hold a CDFA and an Endowed Chair position.
5. Endowed Chairs
  - a. The purpose of an Endowed Chair is to recognize and incentivize faculty for national and international distinction in teaching, service, and most notably scholarship. At the end of each six-year term, the awardee will publicly present to the College regarding their recent distinguished accomplishments in teaching, scholarship, and/or service.

- b. All tenured faculty are eligible and can apply.
- c. Recipients hold the position for a term of six academic years. The holder of an endowed chair will receive a stipend, an annual course release, and annual professional development funds. Endowed Chairs do not have term restrictions, **but at the end of their six year term the Chair position becomes open for any faculty member to apply. In the case of Chairs that are tied to a discipline/department or set of disciplines, as stipulated in the endowment contract, only eligible members from the permitted discipline(s) may apply.**
- d. In the case of faculty who have been awarded an Endowed Chair as part of their employment contract upon being recruited to Rollins, the position does not become open unless the committee deems the faculty member has not met the expectations for an Endowed Chair.
- e. Once awarded an Endowed Chair, faculty members retain the title of Endowed Chair for the remainder of their careers, but the stipend, budget, and course release remain only within each 6-year term.
- f. In AY18-19 the award is a course release, a \$5000 stipend, and a \$3300 professional development fund.
- g. Recipients are permitted to defer (“bank”) up to 3 course releases at a time; all service responsibilities continue regardless of course releases taken
- h. Recipients cannot simultaneously hold a Cornell Distinguished Faculty **and an Endowed Chair.**

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6. FAC wants to emphasize that the Administration is the steward of the endowed faculty funds. We encourage the Administration to review funding for each of these positions and make prudent choices regarding future appointments.
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8. The terms endowed professorship and endowed chair are used internally to Rollins College to differentiate between fixed term and fully renewable endowed faculty positions. Both titles

indicate a type of endowed chair. We encourage Institutional Advancement to simply use the term endowed chair when working with outside funding sources.

## ATTACHMENT 6

The All Faculty Appeals Committee is currently hearing a grievance which centers around this section of the CLA by-laws.

There is no mention of a case in which Provost overturns a positive decisions by all three of the other evaluating bodies (CEC, Dean, and FEC) and does not indicate that the Provost is required to submit her reason in writing in such a circumstance. We would like to bring this issue to light and have the appropriate channels of faculty governance re-examine and expand this language. We believe the Provost should be required to submit their reasons in writing if their recommendation is not in line with the other evaluating bodies.

FAC vote to approve (7 yes, 1 no)

Proposed bylaw language change:

*"Assessing the recommendations from the CEC, FEC, and the Dean of the Faculty, the Provost reviews the candidate's file and provides a written rationale and recommendation to the President. For tenure decisions, this letter is submitted to the President by January 15. If the Provost's recommendation is counter to that of the CEC, FEC, or Dean, ~~accepts a positive recommendation of the CEC and recommends overturning a negative recommendation of the FEC,~~ the Provost submits reasons for their decision in writing to the FEC and the candidate."*