AGENDA
Meeting of the Academic Affairs Committee
Wednesday, October 17 3:30
University Center, Room 213

Committee Membership

Jesse Peters (chair)          Jeremy Sellers
Leon Jernigan                Jaime Martinez (chair of Curriculum)
Cherry Beasley               Joanna Hersey (chair of General Education)
Jeff Bolles                  Melinda Rosenberg (chair of Enrollment)
Robert Brown                 Larry Arnold (chair of Academic Support)
Judy Curtis                  Ken Kitts (Provost and VC for Academic Affairs)
David Nikkel

I. Call to Order
II. Approval of the Minutes of the September 19 Meeting (Appendix A)
III. Approval of the Agenda
IV. Report from the Chair
V. Reports from Subcommittees

A. Curriculum: Jaime Martinez, Chair

Actions Requiring only AA Chair Signature (Appendix B)

1. Proposal from the Department of Geology and Geography
   
   • Course Proposal: Change the prerequisites for GLY 3250 Paleontology
   • Approved (10-0-0)

2. Proposal from the Department of Educational Specialties
   
   • Course Proposal: Delete RDG 5830 Professional Seminars I-III
   • Approved 10-0-0

3. Proposals from the Department of Psychology
   
   • 3.1 Course Proposal: Make PSY 1010 a prerequisite for PSY 3120 Cognitive Psychology
   • Approved 10-0-0
• **3.2 Course Proposal:** Make PSY 1010 a prerequisite for PSY 4010 Physiological Psychology  
  • Approved 10-0-0  

• **3.3 Course Proposal:** Add recommended prerequisites for PSY 3550 Sensation and Perception  
  • Approved 10-0-0  

• **3.4 Course Proposal:** Remove PSY 3675 as a prerequisite for PSY 4170 Clinical and Counseling Psychology  
  • Approved 10-0-0  

• **3.5 Course Proposal:** Change the prerequisites for PSY 2100 Research Methodology  
  • Approved 10-0-0  

• **3.6 Course Proposal:** Change the prerequisites for PSY 3040 History and Systems of Psychology  
  • Approved 10-0-0  

• **3.7 Course Proposal:** Change the prerequisites, description, and title for PSY 4150 Seminar in Human Motivation  
  • Approved 10-0-0  

• **3.8 Course Proposal:** Change the prerequisites for PSY 2040 Animal Behavior; remove BIO 2050 cross-listing for this course; and change the title, description, and credit hours  
  • Approved 10-0-0  

Actions Requiring AA Approval only ([Appendix C](#))

1. **Proposal from the Department of Philosophy and Religion**

   • **Course Proposal:** Create new course PHI/REL 3400 Writing in Philosophy and Religious Studies WD  
     • Approved (10-0-0)

2. **Proposals from the Department of Educational Specialties**

   • **2.1 Course Proposal:** Create new course RDG 5230 Professional Seminar I  
     • Approved (10-0-0)

   • **2.2 Course Proposal:** Create new course RDG 5430 Professional Seminar II  
     • Approved (10-0-0)

   • **2.3 Course Proposal:** Create new course RDG 5630 Professional Seminar III
• Approved (10-0-0)

Actions Requiring AA Approval and to be sent to Senate (Appendix D)

1. Proposal from the Department of Educational Specialties
   • Program Proposal: Replace RDG 5830 I, II, and III with the separate courses in major requirements
   • Note: RDG 5830 was created in April 2012; RDG 5230, 5430, and 5630 were deleted at the same time. The department is seeking to undo that change. 6.5 will be considered pending approval from the Graduate Council on October 15.
   • Approved 10-0-0 pending approval of the Graduate Council

2. Add new courses to QEP for Fall 2013
   • 19 new Writing Intensive courses approved 10-0-0

B. General Education: Joanna Hersey, Chair
C. Enrollment Management: Melinda Rosenberg, Chair
D. Academic Support Services: Larry Arnold, Chair

VI. Old Business
   Discussion of UNC Strategic Planning Council / UNCP Involvement
   Discussion of membership of AA subcommittees / Governance Committee actions

VII. New Business
   Discussion of tenure and possible suggestions for the P&T Review Task Force

VIII. Announcements

IX. Adjournment
Appendix A

Minutes
Meeting of the Academic Affairs Committee
Wednesday, September 19 3:30
University Center, Room 213

Committee Membership

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Members Absent: Curtis and Kitts.

Guests: Frederick Stephens, Elizabeth Normandy, Melissa Schaub, and David Zeigler.

I. Call to Order
   The Committee was called to order at 3:30pm.
   Robert Brown agreed to serve as secretary for this meeting.
   Committee members introduced themselves.

II. Approval of the Minutes of the April 18 Meeting (Appendix A)
   The Minutes were unanimously approved.

III. Approval of the Agenda
   Melinda Rosenberg asked that her name be spelled correctly.
   The second Appendix D was changed to Appendix E.
   The Agenda was approved as modified.

IV. Report from the Chair
   Dr. Peters reported by all of the subcommittees are set and have secretaries, although there are membership issues concerning Enrollment and Academic Support due to reorganization of the
University.

Dr. Peters reminded committee members of the Faculty Senate attendance policy.

Dr. Peters reminded committee members of the opportunity to participate in Faculty Talk.

V. Reports from Subcommittees

Dr. Martinez reported on these items. Details are in Appendix B of the Agenda for the Academic Affairs Committee Agenda.

A. Curriculum: Jaime Martinez, Chair

Actions Requiring only AA Chair Signature (Appendix B)

1. **Proposals from the Department of Health, Physical Education, and Recreation**
   Note: These proposals will require approval from the Graduate Council prior to AAC meeting.
   - **Course Proposal:** Revise the Title and Description of EXER 5010
   - **Course Proposal:** Revise the Title and Description of EXER 5060
   - **Course Proposal:** Revise the Title and Description of EXER 5100
   
   Approved pending approval by the Graduate Council 10-0-0

Dr. Martinez reported that Graduate Council has approved these proposals.

2. **Proposals from the Department of Biology**

   - **Course Proposal:** Revise Description and Prerequisites of BIO 4990
     - Approved 10-0-0
   
   - **Program Proposal:** Revise Description of Untracked Electives for Major
     - Approved 10-0-0

Dr. Martinez presented these items for discussion and a vote. Details are in Appendix C of the Academic Affairs Committee Agenda.

Actions Requiring AA Approval only (Appendix C)

1. **Proposal from the Department of Biology**

   - **Course Proposal:** Create BIO 4700
     
     After discussion of staffing and the need to offer this course in spring 2013
     
     Approved 10-0-0

     Passed Unanimously by AA 10-0-0

Actions Requiring AA Approval and to be sent to Senate (Appendix D)

1. **Proposal from the Department of Biology**

   - **Program Proposal:** Create a Minor in Biology
     - Approved 10-0-0
Passed Unanimously by AA 10-0-0

2. **Program Proposal: African American Studies Minor (Dept. of Social Work)**


Passed Unanimously by AA 10-0-0

3. **Add new courses to QEP**
   - 11 new Writing Intensive courses approved 10-0-0

Passed Unanimously by AA 10-0-0

- BIO 2050 Animal Behavior—Writing Enriched
- BIO 3710 Cell Biology—Writing Enriched
- BIO 4310 Biometrics—Writing Enriched
- BIO 4320 Conservation Biology—Writing Enriched
- BIO 4700 Reading and Writing in the Natural Sciences—Writing in the Discipline
- BLAW 3180 Commercial Law—Writing in the Discipline
- ELE 2900 Research and Writing in Elementary Education—Writing in the Discipline
- JRN 3400 Advanced News Writing and Reporting—Writing in the Discipline
- JRN 4100 Web Journalism—Writing in the Discipline
- JRN 4600 Investigative Journalism—Writing in the Discipline
- NUR 4510/ NUR 4510L Transitional to Professional Nursing: A Capstone Experience—Writing in the Discipline

*Discussion of the Routing for Curriculum/General Education Proposal Forms*

The Committee discussed the transition to electronic submission of curriculum forms. A written proposal will be forthcoming. The Committee was reminded that cross-listed courses require a departmental vote and the chair’s signature in each department.

**B. General Education: Joanna Hersey, Chair**

Meets next week. The Chair will be going to Appalachian State U for a system-wide meeting on General Education.

**C. Enrollment Management: Melinda Rosenberg, Chair**

1. Recommendation on the Makeup of the Enrollment Management Committee.
(Appendix E)

There was discussion of a Motion (Appendix E) to restructure Enrollment Management. There was also discussion of faculty-administrator ratio on some Senate subcommittees. Both are matters for the consideration of the Governance Committee.

D. Academic Support Services: Larry Arnold, Chair

There are also membership issues with Academic Support Services that need sorting out. The listing of Disability Support Services as a member is not consistent. This is another matter to be referred to Governance.

Dr. Arnold then briefly highlighted the contents of reports submitted to the Sub-Committee. They will be in the Sub-Committee’s Minutes.

VI. Old Business

Program Proposal from Department of Educational Specialties, approved 4/5/2012 by Curriculum; no departmental representative present at AA meeting 4/18/2012; withdrawn by department on 9/10/2012

VII. New Business

Under New Business, there was an open-ended discussion of some issues confronting UNC Pembroke. Mention was made of a Strategic Enrollment Planning Council. Difficulties with the Roster Verification process were discussed, particularly the mandate that students who failed to attend the first class in Spring 2013 would be automatically dropped. Some committee members are concerned that dropped students would be placed back into courses even if the course had since filled; this would effectively raise course caps without faculty approval. These issues and others may be discussed during the 2012-1013 academic year.

VIII. Announcements

None.

IX. Adjournment

The Committee adjourned at 4:52pm.

Return to Agenda
1. Proposal from the Department of Geology and Geography

Course Proposal: Change the prerequisites for GLY 3250 (Paleontology) from "GLY 1000 or GLY 1150 & BIO 1000" to "GLY 1250, GLYL 1250, & BIO 1000"

Rationale: GLY 1250 (Earth History), which includes the history of life, provides better background for Paleontology than GLY 1150 (Earth Science), which considers little about the history of life. The lab (GLYL 1250) includes study of basic fossils as well.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: GLY 3250

Hours: 3.0

Prerequisites: BIO 1000, GLY 1250, GLYL 1250

Required: Off (If yes, need Program Proposal Form)

Revised course description: Study of fossil invertebrates, vertebrates and plants with emphasis on evolutionary trends. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1250, GLYL 1250 & BIO 1000

Course title: Paleontology

Code: LEC
2. Proposal from the Department of Educational Specialties

Course Proposal: Delete RDG 5830, Professional Seminars I-III

Rationale: This course was proposed only to replace the separate one hour seminar courses RDG 5230, RDG 5430, and RDG 5630. Under pressure to eliminate classes with low enrollment this faulty repeatable one hour seminar was offered as a "solution" to all for students who may need the different seminars based on their progression in the three strands of the reading education program. Logistically this was impossible because of the different students who would need this course at a time and differentiating this course for the different needs. This seminar was problematic to implement and does not fluidly take the place of three separate seminars in the separate progression throughout the reading education program.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

3. Proposals from the Department of Psychology

3.1 Course Proposal: Add PSY 1010 to the prerequisites for PSY 3120 Cognitive Psychology

Rationale: Students need to have a base of knowledge in Psychology prior to taking a course in Cognitive Psychology.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:
Revised course description: An examination of human memory and thinking within the human information processing model context. Credit, 3 semester hours. **PREREQ: PSY 1010.**

Course title: Cognitive Psychology

Code: LEC

### 3.2 Course Proposal: Add PSY 1010 to the prerequisites for PSY 4010 Physiological Psychology

Rationale: Students need to have a base of knowledge in Psychology prior to taking a course in Physiological Psychology.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

---

COURSE DESCRIPTIONS:

Prefix & Number: PSY 4010

Hours: 3

Prerequisites: **PREREQ: PSY 1010, 15 hours of psychology or biology**

Required: no (If yes, need Program Proposal Form)
Revised Course description: Study of psychological processes from a biological perspective. Covers both normal and abnormal functioning, with emphasis on basic neuroanatomy, basic biochemistry, psychoactive drugs, behavior genetics, and research methods. Credit, 3 semester hours. PREREQ: PSY 1010, 15 hours of psychology or biology.

Course title: Physiological Psychology

Code: LEC

3.3 Course Proposal: Add "any other three PSY courses strongly recommended" as prerequisites for PSY 3550 Sensation and Perception

Rationale: We've found that students who have had more than just PSY 1010 are more successful in this advanced course.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: PSY 3550

Hours: 3

Prerequisites: PSY 1010; any other three PSY courses strongly recommended

Required: no (If yes, need Program Proposal Form)

Revised course description: A look at the structures and processes involved in perception. Visual and auditory perception will be emphasized. Credit, 3 semester hours. PREREQ: PSY 1010; any other three PSY courses strongly recommended.

Course title: Sensation and Perception

Code: LEC
3.4 Course Proposal: Remove PSY 3675 as a prerequisite for PSY 4170 Clinical and Counseling Psychology

Rationale: The removal of this prerequisite more accurately reflects the skills and knowledge students must have prior to taking this course.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: PSY 4170

Hours: 3

Prerequisites: PSY 3600

Required: no (If yes, need Program Proposal Form)

Revised course description: A survey of the fields of clinical and counseling psychology with an emphasis on basic skills and knowledge of techniques. The course is both didactic (theories) and experiential (role-playing in class). Opportunities for classroom discussion, professional feedback about skills and potential, and video-taping. Credit, 3 semester hours. PREREQ: PSY 3600, PSY 3675.

Course title: Clinical and Counseling Psychology

Code: LEC

3.5 Course Proposal: Change the prerequisites for PSY 2100 Research Methodology

We are adding PSY 1010 as a prerequisite for PSY 2100 and removing the phrase "recommended, PSY 2080."
Rationale: Students need to have a base of knowledge in Psychology prior to taking a course in Psychology research methods. Additionally, as both PSY 2080 and 2100 are required in no particular order, we're removing the recommendation that students take PSY 2080 prior to PSY 2100.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: PSY 2100

Hours: 3

Prerequisites: PSY 1010

Required: no (If yes, need Program Proposal Form)

Revised course description: An introduction to research methods used in psychology. Experimental research will be emphasized, but survey and correlational research will also be included. Credit, 3 semester hours.

PREREQ: PSY 1010, recommended, PSY 2080.

Course title: Research Methodology

Code: LEC

3.6 Course Proposal: Change the prerequisites for PSY 3040 History and Systems of Psychology

We are adding PSY 1010 as one of the prerequisites for PSY 3040. We are also removing PSY 3000 as a recommended course.

Rationale: Students need to have a base of knowledge in Psychology prior to taking a course in History and Systems of Psychology. Given our curriculum changes to PSY 3000 the knowledge gained in PSY 3000 is no longer necessary for PSY 3040.

Dept vote: 7 for; 0 against; 0 abstain
Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: PSY 3040

Hours: 3

Prerequisites: PSY 1010

Required: no (If yes, need Program Proposal Form)

New course description: A study of the development of psychology as a discipline from ancient Greece to modern times. Present issues in psychology are traced to their origins. Credit, 3 semester hours. PREREQ: PSY 1010, PSY 3000, recommended.

Course title: History and Systems of Psychology

Code: LEC

3.7 Course Proposal: Change the prerequisites, description, and title for PSY 4150 Seminar in Human Motivation

We are adding PSY 1010 as one of the prerequisites for PSY 4150. We are also removing "3 courses in PSY or permission of instructor and junior standing" as prerequisites. Additionally, we are changing the title and description of the course.

Rationale: These changes more accurately reflect a traditional Motivation course and the way the course is currently being administrated.

Dept vote: 7 for; 0 against; 0 abstain

Affect others: No
Departments affected and how:

Affected Chair: Off
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:
Prefix & Number: PSY 4150
Hours: 3
Prerequisites:
Required: no (If yes, need Program Proposal Form)

Revised course description: Integration of diverse theoretical perspectives into a coherent framework for analyzing human motivation, with a selective survey of contemporary research. Some practice in assessing adult motivation through interviews. Active oral participation is required. Various theoretical and applied approaches to the study of motivation and emotion. Credit, 3 semester hours. PREREQ: 3 courses in PSY or permission of instructor and junior standing. PSY 1010.

Old Course title: Seminar in Human Motivation
New Course title: Motivation and Emotion
Code: LEC

3.8 Course Proposal: Change the prerequisites for PSY 2040 Animal Behavior; remove BIO 2050 cross-listing for this course; and change the title, description, and credit hours.

Rationale: The changes being made reflect the way the course is currently being offered with more emphasis on animal cognition. The course no longer has a lab component and the credit hours need to reflect this.

Dept vote: 7 for; 0 against; 0 abstain
Affect others: Yes
Departments affected and how: Biology; course will no longer be cross-listed
Affected Chair: approved
Cross-listed Dept vote: 23 for; 0 against; 0 abstain

Cross listing: Yes

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: PSY 2040

Hours: 3

Prerequisites: PSY 1010 and BIO 1000 or 1060

Required: no (If yes, need Program Proposal Form)

Revised course description: A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom evolutionary and ecological processes that promote the vast diversity of behaviors found in the animal kingdom with an emphasis on animal cognition. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, communication, cooperation, tool use, problem-solving, spatial cognition, consciousness and others. Three one-hour lectures and one two-hour laboratory per week. Laboratory time will consist of a mix of demonstrations, experiments, and films. Credit, 4 3 semester hours. PREREQ: PSY 1010 and BIO 1000 or 1060, 1020.

Old Course title: Animal Behavior

New Course title: Animal Cognition and Behavior

Code: LEC

Return to Agenda
1. Proposal from the Department of Philosophy and Religion

Course Proposal: Create new course PHI/REL 3400 Writing in Philosophy and Religious Studies WD

Rationale: In keeping with the Quality Enhancement Plan, the Department of Philosophy and Religion needs a Writing-in-the-Disciplines course.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

Departments affected and how:

Affected Chair: Off

Cross listing: No

Articulation: No

Additional Resources: no

Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: PHI/REL 3400

Hours: 3

Prerequisites:

Required: no (If yes, need Program Proposal Form)

New course description: A Writing-in-the-Disciplines course providing instruction and active learning with respect to writing in philosophy and in religious studies. It addresses discipline appropriate style, audience, organization, research methods, citation, and editing.

New Course title: Writing in Phil & Rel--WD

Code: LEC

Course Syllabus:
Nature and Purpose

This is a Writing-in-the-Disciplines course that provides instruction and active learning with respect to writing in philosophy and in religious studies, including discipline appropriate style, audience, organization, research methods, citation, and editing considerations.

Format

Class sessions will consist of instruction in writing, short writing assignments, analysis of model essays, research time in the Library, analyzing/evaluating/providing feedback on drafts. During the latter part of the Semester, students will present and the class will discuss their long paper.

Required Texts: *Writing Philosophy: A Student’s Guide to Writing Philosophical Essays*, by Lewis Vaughn
*Guide to Writing Academic Essays in Religious Studies*, by Scott G. Brown

Course Requirements

1) Attendance and participation 20% of course grade.

Upon prior written notification, a student is allowed up to two excused absences to observe a religious holiday. A student who believes that they have been unreasonably denied an educational benefit due to their religious beliefs or practices may seek redress through the student grievance process.

2) An academic essay, double-spaced, standard 12-point font and margins, recommended minimum length of 10 pages (25% of course grade). Handouts will provide guidance and expectations regarding the paper. The student will sequentially turn in a proposal, a rough draft, and a final draft. Failure to turn in the components of the research project on time will significantly affect the grade. The rough draft will be read and commented upon by another student and by the instructor.

3) A research paper, double-spaced, standard 12-point font and margins, recommended minimum length of 20 pages (55% of course grade). Handouts will provide guidance and expectations regarding the paper. The student will sequentially turn in a proposal, an annotated bibliography, a rough draft, and a final draft. Failure to turn in the components of the research project on time will significantly affect the grade. The rough draft will be read and commented upon by another student and by the instructor. The student will present their final draft to the class.

Academic Services

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 103 or call 910-521-6695.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 521-6695.
The University Writing Center is available for assistance with any writing assignments, Dial Building—Room 128, (910)521-6168.

The Resource Learning Lab offers computer based, self-paced tutoring in basic writing skills from composing sentences, paragraphs, and essays, to addressing common writing problems, basic reading comprehension, and word problem dissection. These programs are 4 – 8 weeks long and offer non-credit, collectable test performance data on each student during their progression through our programs. The Resource Learning Lab also offers tutoring that improves academic study skills through self-help DVD’s, such as Values and Goals, Time Management, Critical Thinking and Problem-Solving, Active Listening and Note-Taking, Researching, Reading and Writing, and Studying and Test-Taking. These programs are designed to enhance college-level reading comprehension and writing skills, and to improve the areas where students find they have deficiencies. The Resource Learning Lab is available to all students, whether right out of high school or non-traditional students needing a refresher.

Academic Dishonesty: Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, fabrication of information, and complicity in academic dishonesty. Violations of the code will subject the student to failure for the assignment and further disciplinary action. Note that either quoting another’s words or paraphrasing another’s ideas without acknowledgment constitutes plagiarism.

Office Hours: Dr. Nikkel’s office hours will be 12:10-1:10 p.m. MWF and 10:00-11:00 a.m. TR, Sampson Building, Room #113. Dr. Nikkel will also often be in his office during business hours, except for his other scheduled classes (MWF 11:15-12:05 and TR 11:00-12:15). His office number is ext. 6892 (910-521-6892) and home number, 910-433-4462.

If you wish to communicate with Dr. Nikkel from a .com e-mail account rather than from Bravemail, please let him know your address beforehand so he can unblock it. Dr. Nikkel’s email address is david.nikkel@uncp.edu.

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2. Proposals from the Department of Educational Specialties

2.1 Course Proposal: Create new course RDG 5230 Professional Seminar I, which will be a one hour course which taken in the first strand of coursework in the reading education program. The seminar will focus on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders for the 21st century, as candidates plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master’s Research Project or Comprehensive Portfolio.

Rationale: This course will replace RDG 5830. This one hour repeatable course was problematic to implement in the reading education program and does not fluidly take the place of three separate seminars in the separate progression throughout the reading education program.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: RDG 5230

Hours: 1.0

Prerequisites:

Required: Yes

New Course description: The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master’s Research Project or Comprehensive Portfolio.

New Course title: Professional Seminar I

Code: SEM
Course syllabus

Preparing professional educators who are committed, collaborative, and competent

University of North Carolina at Pembroke
Teacher Education Program Accredited by:
National Council for Accreditation of Teacher Education (NCATE)
North Carolina Department of Public Instruction (NCDPI)

RDG 5230 Professional Seminar in Reading Education I

Professor:
Contact Information: Phone:
Email:
Office Location: Education Building
Office Hours:

Class Meeting Day, Time, and Place:
**This is a Hybrid Course with blended online classes**

COURSE DESCRIPTION FROM THE CATALOG:
RDG 5230: Professional Seminar in Reading I (1 hour)
The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master’s Research Project or Comprehensive Portfolio.

CONCEPTUAL FRAMEWORK & RELATIONSHIP OF COURSE TO THE CONCEPTUAL FRAMEWORK:
Conceptual Framework
Theme: Preparing professional educators who are committed, collaborative, and competent.
The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP’s primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the democratic mission in public education.

The conceptual framework and program design of the program in Reading Education is designed to attain several specific educational objectives required at the master’s degree level of preparation of reading specialists in agreement with the standard set by the State of North Carolina (DPI), International Reading Association (IRA), and NCATE.

All teacher education graduate programs are structured around five UNCP Teacher Education Master’s Candidate Standards, which are listed below. This course addresses each of the standards to some degree, but especially Masters Standards 1, 2, 3, 4, and 5 and Reading Standards 1, 2, 3, and 4.

UNCP TEACHER EDUCATION MASTER’S CANDIDATE STANDARDS (2010)
Standard 1: Teacher Leadership- Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.
Standard 2: Respectful Educational Environments- Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

Standard 3: Content and Curriculum Expertise- Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Standard 4: Student Learning- Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Standard 5: Reflection- Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

STANDARDS FOR READING TEACHER CANDIDATES (2010)
Standard 1: Reading teacher candidates have knowledge of foundations of reading.
Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners’ needs.
Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.
Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners’ placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.

Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.
Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.
Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates' relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be lifelong readers and writers.

Course Rationale and Relationship to Current Programs and Professional Standards:

• RDG 5230 will introduce students to the program, with the goal of planning their program, especially identifying the probability of undertaking either a comprehensive portfolio or a master's research project. Students will 1) establish a timeline for program progression and fulfillment of their master's of reading education experience; 2) formulate ideas for their master's leadership project; 3) develop and organize their master's comprehensive portfolio; and 4) generate at least two entries for the master's comprehensive portfolio.

The course represents one of several means for students to fulfill expectations for advanced master's degrees set forth by the North Carolina Department of Public Instruction; that is, attention to research, the use of technology, building on current knowledge and competencies, professional development and self-reflection, and developing peer leadership and mentoring skills. These expectations are closely aligned with the themes and competencies identified by the International Reading Association (IRA) in 2010 and by the National Council for the Accreditation of Teacher Educators (NCATE). The course objectives are organized according to program standards, which are directly drawn from the 2010 standards of the International Reading Association as well as linked to Master's Advanced Competencies listed by the North Carolina Department of Public Instruction and DPI standards set in 2010.

TECHNOLOGY REQUIREMENTS:
Regular daily access (including weekends) to the Internet.

Active UNCP Student (LAN) account (more at http://www.uncp.edu/ucis/accounts/)

An Internet connection --- speed minimum: 28.8 kbs

A web browser such as Mozilla, Safari, Netscape, and Internet Explorer that can accommodate both JavaScript and Java

UNCP email account

Microsoft Word

PowerPoint

Excel

Plug-ins

RealPlayer G-2

Adobe Acrobat Reader
Macromedia Flash Player

If you are having issues with your classmates inability to open your documents then please save documents in either RTF (Rich Text Format) or a later version of Word so those without Word 2007 will be able to open the documents. Please select "Save as Word 97-2003" when you save a document.

Use this link to help with issues of newer versions of Excel, Powerpoint, and Word and with the older platforms of Microsoft Office http://support.microsoft.com/kb/924074

METHODS OF TEACHING & COURSE CONTENT: The content of the course will be developed using a seminar approach with blended online activities. The first seminar meeting of RDG 5230 will be an overview of course expectations and an immediate intensive planning session to determine learning needs and interests of class members, collaborative possibilities, specific topics within the overall course structure, and presentation requirements for students in Strands I, II, and III of the program. Parts of the course involve online activities, email, individual conferencing, and optional attendance. Class sessions will be used for (1) introductions, standard-setting, group guidance, direct instruction, and optional topical presentations, (2) feedback, sharing, and mentoring with individuals and small groups, and (3) student presentations. Please note which sessions require your attendance; please feel free to observe and participate in others of interest!

Academic Research Requirements:
Select ONLY Primary Sources and Academic Peer-Reviewed Journals for research in this course and throughout graduate school.
Please Note Secondary Sources are NOT acceptable research sources, for example: Education Digest is NOT a journal.
DO NOT CITE WIKIPEDIA under any circumstances in your coursework Wikipedia is open source and, while it often has useful and sometimes accurate general knowledge, it is NOT an academic source that should ever be cited in a course paper.
Use of ideas or wording from Wikipedia or any other source without citation is of course academic misconduct, and will result in a failing grade in this course and subsequent dismissal from graduate school. See Graduate Student Handbook for the Academic Honor Code page 9: http://www.uncp.edu/grad/handbook/handbook_09.pdf
Use APA citation throughout your coursework in giving proper credit to the resources you use whether journal, book, internet, interview, etc. One of your required texts in this program and specifically in this course is the 6th edition APA manual, use it accordingly. Your coursework will be graded based on your proper use of APA citation.
The Official APA Organization’s Home Page with a Blog and other useful information about APA Style http://www.apastyle.org/
APA Style Guide from Purdue Online Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/

TEXTBOOKS- The textbooks for this course are:

*Additional Course Readings will be drawn from professional journals.

Recommended Journals
Equity and Excellence in Language Arts
Journal of Literacy Research Reading Research Quarterly
Education Reading Improvement Research in the Teaching of
Reading Research Quarterly English
Journal of Staff Development
T.H.E. Journal
Reading Research and Instruction
The New Advocate
Journal of Adolescent and Adult Literacy
The Reading Teacher
Journal of Teacher Education
www.reingonline.org
TENTATIVE COURSE CALENDAR: (Subject to change at the discretion of the professor)

Date Section(s) in Topic/Activity Assignment due attendance

Week 1- August 22- RDG 5230: Orientation- introductions; overview of course; and planning course
Tasks to begin for completion during course:

Write introduction to portfolio and generate at least two reflections
Brainstorm leadership projects

Tasks during 1st class meeting- Generate questions for teacher interviews- becoming aware of reflection in others

Week 2- August 29- RDG 5230 DO NOT MEET for Class but Continue Reading:
Esquith Text- Prologue: Fire in the Classroom and Part One: There's No Place Like Home- Chapter One:
Gimme Some Truth & Chapter Two: Searching for Level VI

Week 3- Labor Day No Class- September 5- RDG 5230:
Esquith Text- Part Two: The Method- Chapter Three: Reading for Life & Chapter Four: Writing

Week 4- September 12- RDG 5230 MEETS for Class:
Esquith Text- Chapter Five: Add It Up & Chapter Six: We Won’t Get Fooled Again

Discussion of readings and reflections focused on instructional effectiveness with diverse learners; K-6 and 7-12 readings to be related to Reading /Master's Standards.

Information on how to conduct interviews

Week 5- September 19- RDG 5230 DO NOT MEET for Class but Continue Reading:
Esquith Text- Chapter Seven: What a Wonderful World & Chapter Eight: Rocket Man

Week 6- September 26- RDG 5230 DO NOT MEET for Class but Continue Reading:
Esquith Text- Chapter Nine: Art Lover & Chapter Ten: Put Me In, Coach

Week 7- October 3- RDG 5230 MEETS for Class:
Esquith Text- Chapter Eleven: Taxman

Critical Summaries Due- Bring to class copies of the critical reflections/summaries on readings with potential plans for use in for the portfolios. Discussion of readings and reflections focused on instructional effectiveness with diverse learners. K-6 and 7-12 readings to be related to Reading Standards 1 and 2.

Tasks due by next class meeting:

Complete teacher interviews & interview write up due

Week 8- October 10- RDG 5230 DO NOT MEET for Class but Continue Reading:
Esquith Text- Part Three: The Madness-Chapter Twelve: Think for Yourself

Impact Analysis due online

Week 9- October 17- RDG 5230 DO NOT MEET for Class but Continue Reading:
Esquith Text- Part Three: The Madness- Chapter Thirteen: Celluloid Heroes & Esquith Text- Chapter Fourteen: Goin’ Mobile

Week 10- October 24- RDG 5230 MEETS for Class:
Esquith Text- Chapter Fifteen: It's Only Rock 'n' Roll (but I Like It)

Interviews Due- Submit an interview of a teacher at the K-6 level. Submit an interview of a teacher at the 7-12 level. Questions will be formulated during the first class meeting.

Week 11- October 31- RDG 5230 DO NOT MEET for Class FACE to FACE, but Continue Reading & Post Online:
Esquith Text- Chapter Sixteen: Do They Know It's Christmas?

Post online for classmates your completed Portfolio Reflection for a Master's Standard and/or a Reading Standard.

Week 12- November 7- RDG 5230, RDG 5430, & RDG 5630 MEET for Class:
Meet with RDG 5430 and RDG 5630 to participate in a mentoring session

Week 13- November 14- RDG 5230 MEETS for Class:
Individual Conferences with Professor- Work on portfolios, reflections, projects, and presentations.

Tasks due in portfolio: 1) Beginning of introduction written & 2) portfolio organization/creation

Week 14- November 21- DO NOT MEET for Class but Continue Reading:
Esquith Text- Chapter Seventeen: Will Power & Epilogue: Rest in Peace

Continue to work on final presentations on PowerPoint. Continue to work on completing portions of portfolio, proposal, or project document

Week 15- November 28- RDG 5230, RDG 5430, & RDG 5630 MEET for Class:
Meet with RDG 5430 and RDG 5630 to present final presentations of PowerPoint.

Week 16- December 5 Last day of class
Resubmit Assignments / Conferencing with Students
Course Evaluations
Course Administration:
A. ATTENDANCE /CONTACT WITH PROFESSOR/CONDUCT In class discussions, on line participation in discussions, SSR and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend ALL scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. It is the student’s responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional. Your attendance and punctuality reflect your professionalism. I fully expect you to do your part to be successful in this course, and you can expect me to make every reasonable effort to assure that outcome. Therefore, I encourage you to send me an e-mail message, call me, or visit me during office hours if you have questions or find you need extra assistance.
CONDUCT IN CLASS
Communication/Discussion: Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as
"crossing the civility line" i.e. Ad Hominem commentary will not be permitted. Try not to dominate class discussions, but also realize that your input is important to the success of this course.

Academic Honor Code: Students are expected to adhere to the Honor Code and to see P. 10 of Graduate Student Handbook for a complete description of the Honor Code that outlines standards for classroom behavior.

Visitors/Children in Class: Anyone other than an enrolled student is not allowed to attend class without the permission of the professor. I know you are parents and child care issues may arise at times. Obedient children are always welcome as long as you (the parent) are thoroughly supervising them throughout their time in class.

**PLEASE NOTE**CELL PHONE USAGE  It is a violation of the University's Code of Conduct & it is prohibited for a UNCP student to: 1. Violate the Academic Honor Code & 10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs. THEREFORE Pagers, cellular phones and other types of telecommunication equipment are prohibited from use during class. Be sure that any pagers, phones or other equipment is turned OFF during the class period. If you have a special need to have your pager or phone "on" during class, you will need to give the professor prior notice and you will need her approval.

B. CLASS PARTICIPATION & ASSIGNMENT SUBMISSIONS. You are expected to complete all assignments and prepare to participate in discussions for each class session. See class schedule for specific discussion items for each week. Participating in class means you are part of a community of learners therefore you are expected to engage actively in group discussions, contribute ideas and information, and you will bring before the group issues, concerns, problems, proposals, and policies relevant to course topics and discussions. Ask questions of the professor and respond to the comments of your peers in the class. Also, you are expected to provide feedback in relation to the reading assignments, respond to your peers’ discussion input, share personal reflections and offer critique of ideas presented when appropriate. Both oral communication (e.g., discussion groups) and written/word-processed records (e.g., online discussions) of the thinking evoked by reading assignments and other course content are important processes and products for RDG 5230.

Unquestionably, the more actively you are involved in the class and with the course content, the more you will learn and the more you may be able to enhance the learning experience for others.

Assignments in this course have been designed for you to work independently, with a peer, or with a small group of peers. Written/word-processed assignments, oral presentations, and/or projects must be ready at the beginning of the class period on the due date unless the professor indicates otherwise in class. An assignment submitted late will result in a lower grade. For example if the assignment is submitted one day late the highest a student could make on the assignment is B, an assignment submitted two days late= C, three days late=D (please submit assignments on time). All course requirements must be successfully completed in order to receive credit for the course. Compose all written/word-processed assignments using a 12-point font (e.g., Times Roman, Courier, or Arial) and double-spacing and fasten with a single staple. The bibliographic or reference format guide to be used for all assignments will be the "Publication Manual of the American Psychological Association" [6th edition]. Written/word-processed assignments must also be submitted online via the assignments link in Blackboard in Microsoft Word format (.doc) or rich text format (.rtf). Allow one-inch margins on all sides and be sure to number pages. Attach a coversheet to all assignments that includes the following information: Title of assignment, University of North Carolina at Pembroke, Course title & number, your name, date. All written assignments should be word-processed on a computer. You are expected to carefully proofread and edit all work produced and/or submitted for the course.

Papers, reading responses, or presentation materials that do not meet expectations for graduate level work will be returned for revision ("repair"); any assignments returned for revision will not receive the full credit for the assignment, the highest any resubmitted assignments could earn would be a B+.

****Your assignments, evaluations, and class participation comprise the grade that you earn in this class. The professor does not give grades. It is your responsibility to be proactive in your learning in this class. If you do not understand a learning activity or assignment that you are required to do please ask questions and get clarification from the professor before you do the assignment. It is too late to affect any change to your grade after the assignment is graded and recorded or after the course has ended ****

IT IS ACCEPTABLE TO POST EARLY THE WEEK IN WHICH THE ASSIGNMENT IS DUE
Late Assignments
All assignments are required on the due date and are to be submitted on time.

This instructor expects you to be prepared and able to manage your time accordingly.

Postings and responses to peers should be submitted in a timely manner so 'the conversation may continue'.

In the event of an emergency, the student must notify the professor within 24 hours of the absence. [Extenuating circumstances may result in no reduction of grade on late assignments--the decision as to the validity of the circumstances is solely up to the instructor.]

C. POSSIBLE CHANGES TO COURSE REQUIREMENTS/ACTIVITIES/ASSIGNMENTS. The professor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and/or class schedule as she deems appropriate. Any changes in activities and assignments will be explained during class sessions and/or in postings to the Blackboard course site. Regular attendance, active participation in class activities, and frequent checking of the Blackboard course site are all essential actions on your part in order for you to meet all course requirements. Any changes or revisions will be to the benefit of the student and never to disadvantage the student.

D. EMERGENCIES/ADVERSE WEATHER: In the event of the professor's illness or adverse weather conditions your professor will communicate with you via the course Blackboard website and e-mail informing you whether class will be held on campus or online. It is important for you to check your e-mail and the Blackboard website frequently for class information. In the event that the professor is ill or adverse weather prevents conducting class on campus she will conduct class online via Blackboard. UNC-P’s Adverse Weather Policy can be accessed at this link: http://www.uncp.edu/ba/policies/police/ps0900e.htm

COURSE REQUIREMENTS: METHODS FOR EVALUATING STUDENTS’ PERFORMANCE IN RDG 5230

Class participation and attendance: 300 points

Again in class discussions, on line participation in discussions, and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend ALL scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. It is the student's responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional. Your attendance and punctuality reflect your professionalism.

Two critical summary/reflections: 100 points at 50pts each

For each of the articles reflect on at least one reading standard. One summary/reflection should pertain to K-6 grade levels and the other summary/reflections should pertain to 7-12 grade levels. (Chapters/sections from two different books may be substituted for the two articles)

Use subheadings for clarity when you (1) summarize the most relevant information in a brief paragraph or two, and spend the majority of time and space on (2) your actual reflections. Each reflection should pertain to 1-2 of the following questions (or variations thereof) in each section, which you should indicate with full questions or phrases as subheadings:

Rethinking- What student(s), teacher(s), principal(s), or parent(s) am I now thinking about in a different way? (Why?) What course, theory, in-service workshop, program, practice, etc. am I now thinking about in a different way? (Why? How?)

What beliefs and/or practices have I been using that I now question? (Why?)

What in this article (or observation or interview) caused me to feel personally or professionally uncomfortable? (Why? What might I do about my discomfort?)
Planning ahead- What do I now want to know more about? (Why?) What in this article (or observation or interview) moved me to the point of action? What might that action be? (Why?) How could this article improve my teaching? What might I do? How would I know if it made a difference? Who else might I tell about this article (or observation or interview) and engage in a professional conversation? (Why? How?) Formatting/Composing the articles: List the relevant standard (number and words), the grade level range, and the APA-style citation plus your name and course number – all at the top of the page. Each summary/reflection should follow the general course requirements for assignments and the rubric given for the assignment. Please do not use more than 2 – 3 pages doubled-spaced.

Impact Analysis: 50 points

This assignment builds on the outcome of sharing or applying one of your articles from above #2. The format should be similar to summary/reflections, with subheadings for clarity. You may retain the original summary and any reflections that are still relevant. Then add a final section of “Impact” where you discuss how you assessed your impact and your findings.

Portfolio Reflection: 100 points

This a self-generated reflection for your portfolio for one of the reading or master’s standards with at least one artifacts (ideal are two artifacts) with the impact on yourself, your students, and your colleagues as well as your plan for continuing to work in the standard.

Two interviews (1)- K-6 & (2)- 7-12: 100 points (50 points each)

Indicate at the top of the page which assignment it is (interview of K-6 teacher and 7-12), the school and school system, grade level, the teacher’s name, your name and course number. The assignment should follow the general course requirements and the rubric given for the assignment.

Portfolio Organization & Development: 170 points

The RDG 5230 portfolio will be highly organized and professional. The presentation of the portfolio should demonstrate the candidate’s attempt to begin to organize and develop their portfolio.

Portfolio content is expected to include the following entries:

Entry One: Introduction

Entry Two: Two reflections generated during RDG 5230 with the articles.

Entry Three: One self-generated entry with two artifacts for the Master’s Comprehensive Portfolio

Summaries and reflections on the master’s or reading standards, including impact sections

Entry Four: Ideas brainstormed for the Leadership Project

Completion of the PowerPoint tutorial on Blackboard 10 points

PowerPoint Presentation of preliminary plan: 170 points

PowerPoint Presentation of preliminary plan for the Master’s Project and the Master’s Comprehensive Portfolio. The RDG 5230 portfolio presentation will be highly organized and professional. The plan should include a rationale for your choice of your master’s program experience (thesis or portfolio), a timeline, alignment of courses, an introduction, and portfolio entries or project sections. Prepare a handout of the written project or slides for written feedback. These brief presentations will be evaluated by all students in attendance, using the rubric for this assignment. This presentation will be on PowerPoint. The presentation should take approximately 7-10 minutes with 3-5 minutes for questions.

PowerPoint Presentation should include:
Brief information about the candidate (brief introduction why did you chose to pursue a master’s in reading education)

Brief summary/highlights of one of the summaries/reflections generated in RDG 5230

A brief summary of your thoughts for your leadership project

EVALUATION & CRITERIA FOR GRADES:
Evaluation: It is important to understand that although completing all the work is both useful and necessary; such completion alone does not necessarily qualify anyone for an A. It is necessary to satisfy the quantity requirements of this course, but it is equally important to satisfy the quality requirements also. Work, which merits a grade of A, must be pushed to levels of excellence. Work that is good merits a grade of B and so on down the line.
When you complete work, you need to take that work to task. Is it original in thought? Does the work do more than rehash readings? Does it develop ideas with depth? Does it use language with facility? Does it make unique, interesting, and practical assertions that are backed by substantive and thoughtful research? Does it have potential to be published outside the confines of this course? Does it have impact? Does it make the reader take notice? If so, then your work is in the ballpark of excellence.
Grading: A grade of A, A-, B+, B, B-, C, D, or F will be given for each assignment/learning activity turned in/ completed. The final grade will be calculated, based on the points given below:
<table>
<thead>
<tr>
<th>Assignment Points</th>
<th>Final Grades*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLEASE NOTE: Assignments are due at the start of class on the due date And must be submitted online as indicated</td>
<td>This course will be graded using an A to F plus/minus system as follows:</td>
</tr>
<tr>
<td>Class Participation &amp; Attendance</td>
<td>A = 970-1000</td>
</tr>
<tr>
<td>Two Critical Summary/Reflections 100 pts (50 pts each)</td>
<td>C = 800-829</td>
</tr>
<tr>
<td>Impact Analysis</td>
<td>A- = 930-969</td>
</tr>
<tr>
<td>Portfolio Reflection 100 pts</td>
<td>B+ = 900-929</td>
</tr>
<tr>
<td>Two Interviews 100 points (50 points each)</td>
<td>C- = 750-769</td>
</tr>
<tr>
<td>Portfolio Organization &amp; Development</td>
<td>B = 870-899</td>
</tr>
<tr>
<td>Completion of the PowerPoint Tutorial on Blackboard</td>
<td>F = 749-000</td>
</tr>
<tr>
<td>PowerPoint Presentation of Preliminary Plan</td>
<td></td>
</tr>
<tr>
<td>Total points possibly earned in class</td>
<td></td>
</tr>
</tbody>
</table>

*The final grade of “F” will be assigned to any student who does not complete all course requirements.

Important University Information and Policies

THE UNIVERSITY’S POLICY ON CLASS ATTENDANCE

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all course meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor. (UNCP Catalog http://www.uncp.edu/catalog/html/acad_pol.htm)

ADA Academic Access Statement:

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 103 or call 910-521-6695.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 521-6695.

STUDENT CONDUCT & ACADEMIC HONOR CODE

http://www.uncp.edu/aa/handbook/02-03/pdf/appendix_g.pdf “According to the By-Laws of the Board of Trustees of The University of North Carolina at Pembroke, ratified in March of 1968, the administration of the University is responsible for all phases of student discipline. The administration holds that a student enrolling in the University assumes an obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution. Further, the Board of Trustees has directed the administration to take appropriate disciplinary action against students and student organizations who are found to be in violation of the University's Code of Conduct.

A UNCP student shall refrain from the following prohibited behaviors:

1. Violating the Academic Honor Code;
2. Furnishing false information to the University with intent to deceive;
3. Withholding, with knowledge, information from the University;
4. Refusing to comply with any lawful order of a clearly identifiable University official acting in the performance of his/her duties in the enforcement of University policies (residence staff members are considered University officials when acting in an official capacity);
5. Failing to present his/her ID when requested to do so by a University official;
6. Forging, altering, defrauding, or misusing documents, charge cards or money, checks, records, and ID cards of an individual or the University;
7. Neglecting to discharge all obligations to the University prior to the close of each semester;
8. Loitering around the residence halls after visitation hours have expired;
9. Disruptive and disorderly conduct;
10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs;”

P. 10 of Graduate Student Handbook: “Student Academic Honor Code states: Standards of academic honor are enforced by the Graduate Council acting through the Dean of the School of Graduate Studies. Graduate students are expected to adhere to all academic and conduct standards described in the UNC Pembroke Catalog and the Student Handbook. Students have the responsibility to know and observe the UNCP Academic Honor Code. A complete description of the Honor Code appears in The Student Handbook, the University General Catalog, and on the University website at: www.uncp.edu/sa/hbook.htm. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty.

Any special requirements regarding academic honesty in graduate courses will be provided to students in writing at the beginning of the course(s), and are binding on the students. Academic evaluations in graduate courses include a judgment that the student’s work is free from academic dishonesty of any type; and grades in graduate courses therefore will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the university. Students are expected to report cases of academic dishonesty to the instructor. All requirements of the Honor Code will be strictly enforced. Students are responsible for knowing and observing the university Honor Code; failure to learn it will not excuse anyone from its obligations. Recognizing the appropriately more stringent requirements for remaining enrolled in a graduate program, penalties for graduate student infractions may differ from those specified for undergraduates.

Convening bodies responsible for monitoring graduate students’ academic integrity, ensuring due process for graduate students who are charged with academic honor code violations, and imposing sanctions for violations and will be the responsibility of the Dean of the School of Graduate Studies. Documentation of all infractions will be placed in the student’s folder in the Office of Graduate Studies and remain there until the degree is awarded. It will be removed from the student folder after degree requirements have been met and before the file is transferred to the Registrar’s Office.

If the professor determines that a graduate student has presented or submitted work that violates standards of academic honesty, a range of penalties may be imposed. An “F” in the course may be appropriate at any point in a student’s career. However, depending on the nature of both the assignment and the plagiarism, a professor may choose an alternative set of sanctions. The offending student might receive an “F” for the assignment and be required to complete the assignment, for no credit, to the satisfaction of the professor. A faculty member may also withdraw a student from a course at any point in the semester, giving him/her the opportunity to repeat the course.

In all cases, documentation will be placed in the student’s folder in the Office of Graduate Studies and remain there until the degree is awarded. It will be removed from the student folder after degree requirements have been met and will not be copied for the file retained by the Registrar’s Office. For a second instance of plagiarism at any time during the student’s graduate career, documentation of the first incident will become part of the evidence considered in establishing the penalty. If a student receives an “F” in a course due to policy violations prior to the end of a semester, the student may receive credit for other courses for which he or she is concurrently registered; dismissal will become effective at the end of the semester in which the second offense occurs.”

CONTACT INFORMATION FOR UNCP:
University of North Carolina at Pembroke website: http://www.uncp.edu
Continuing Education and Distance Education webpage: http://www.uncp.edu/ced
University Police: 910-521-6235

UNIVERSITY EMERGENCY INFORMATION:
Hotline: 910-521-6888  
website: http://www.uncp.edu/relations/eih.htm

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about emergency weather or other emergencies relating to UNCP. “It is the policy of this University to protect employees, students, and visitors from adverse weather or other conditions of a serious nature. The University will remain open for classes unless there is a clear and present danger to the safety and welfare of students, faculty, or staff. It is recognized that in some individual cases travel may be hazardous even though closing is not warranted. In those cases, everyone is advised to take all reasonable precautions in coming to campus given his/her personal circumstances. As always, if you believe that commuting to campus during inclement weather places your life or property at risk, stay home and inform your instructor and/or supervisor.”

NOTIFICATION OF TEACHER RESEARCH:
As a Teacher Researcher, I routinely collect, analyze, interpret and report on data as it concerns my courses. This allows me to improve the way I teach as well as to add to the body of knowledge we know about critical inquiry pedagogy. Normal observation, recording of sessions and teacher/student exchanges, teacher-initiated journals and field notes, and samples of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding the nature of pedagogy. Any students who prefer that their work in this class not be considered for purposes of research should indicate so in writing to me.

2.2 Course Proposal: Create new course RDG 5430 Professional Seminar II, which will be a one hour course which taken in the second strand of coursework in the reading education program. The seminar will focus on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders for the 21st century, as candidates plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master’s Research Project or Comprehensive Portfolio.

Rationale: This course will replace RDG 5830. This one hour repeatable course was problematic to implement in the reading education program and does not fluidly take the place of three separate seminars in the separate progression through the reading education program.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: RDG 5430
Hours: 1.0

Prerequisites: Completion of Strand I

Required: Yes

New Course description: The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master’s Research Project or Comprehensive Portfolio.

New Course title: Professional Seminar II

Code: SEM

Course Syllabus

Preparing professional educators who are committed, collaborative, and competent

The University of North Carolina at Pembroke
Teacher Education Program Accredited by:
National Council for Accreditation of Teacher Education (NCATE)
North Carolina Department of Public Instruction (NCDPI)
RDG 5430 Professional Seminar in Reading Education II

Professor:
Contact Information: Phone:
   Email:
Office Location: Education Building
Office Hours:
Class Meeting Day, Time, and Place:
**This is a Hybrid Course with blended online classes**

COURSE DESCRIPTION FROM THE CATALOG:
RDG 5430. Professional Seminar in Reading II (1 hour)
The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master’s Research Project or Comprehensive Portfolio.
Prerequisite: Completion of Strand I.

COURSE PREREQUISITES: Enrollment in the appropriate Strands of the program.

CONCEPTUAL FRAMEWORK & RELATIONSHIP OF COURSE TO THE CONCEPTUAL FRAMEWORK:
Conceptual Framework
Theme: Preparing professional educators who are committed, collaborative, and competent.
The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP’s primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the democratic mission in public education.
The conceptual framework and program design of the program in Reading Education is designed to attain several specific educational objectives required at the master’s degree level of preparation of reading specialists in agreement with the standard set by the State of North Carolina (DPI), International Reading Association (IRA), and NCATE.

All teacher education graduate programs are structured around five UNCP Teacher Education Master’s Candidate Standards, which are listed below. This course addresses each of the standards to some degree, but especially Masters Standards 1, 2, 3, 4, and 5 and Reading Standards 1, 2, 3 & 4.

UNCP TEACHER EDUCATION MASTER'S CANDIDATE STANDARDS (2010)

Standard 1: Teacher Leadership- Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

Standard 2: Respectful Educational Environments- Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

Standard 3: Content and Curriculum Expertise- Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Standard 4: Student Learning- Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Standard 5: Reflection- Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

STANDARDS FOR READING TEACHER CANDIDATES (2010)

Standard 1: Reading teacher candidates have knowledge of foundations of reading. Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners’ needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction. Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners’ placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.
Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.
Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options.
Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.
Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.
Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates’ relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be lifelong readers and writers.
Course Rationale and Relationship to Current Programs and Professional Standards:
• RDG 5430 will focus on moving the student ahead with the development of either (1) a formal, approved proposal for their master’s project or (2) approximately half the entries in the comprehensive portfolio.
The course represents one of several means for students to fulfill expectations for advanced master’s degrees set forth by the North Carolina Department of Public Instruction; that is, attention to research, the use of technology, building on current knowledge and competencies, professional development and self-reflection, and developing peer leadership and mentoring skills. These expectations are closely aligned with the themes and competencies identified by the International Reading Association (IRA) in 2010 and by the National Council for the Accreditation of Teacher Educators (NCATE). The course objectives are organized according to program standards, which are directly drawn from the 2010 standards of the International Reading Association as well as linked to Master’s Advanced Competencies listed by the North Carolina Department of Public Instruction and DPI standards set in 2010.
TECHNOLOGY REQUIREMENTS:
Regular daily access (including weekends) to the Internet.
Active UNCP Student (LAN) account (more at http://www.uncp.edu/ucis/accounts/)
An Internet connection --- speed minimum: 28.8 kbs
A web browser such as Mozilla, Safari, Netscape, and Internet Explorer that can accommodate both JavaScript and Java
UNCP email account
Microsoft Word
PowerPoint
Excel
Plug-ins
RealPlayer G-2
Adobe Acrobat Reader
Macromedia Flash Player

Please save documents in either RTF (Rich Text Format) or a later version of Word so I will be able to open this document. The problem is that when students create documents in Vista/MS Word 2007 the professor is unable to open your documents because the professor has the older/earlier version of Word. Please select "Save as Word 97-2003" when you save a document.

Use this link to help with issues of newer versions of Excel, Powerpoint, and Word and with the older platforms of Microsoft Office (which is what the university has and what your professor has as well)
http://support.microsoft.com/kb/924074

METHODS OF TEACHING & COURSE CONTENT: The content of the course will be developed using a seminar approach with blended online activities. The first seminar meeting of RDG 5430 will be an overview of course expectations and an immediate intensive planning session to determine learning needs and interests of class members, collaborative possibilities, specific topics within the overall course structure, and presentation requirements for students in Strands I, II, and III of the program. Parts of the course involve online activities, email, individual conferencing, and optional attendance. Class sessions will be used for (1) introductions, standard-setting, group guidance, direct instruction, and optional topical presentations, (2) feedback, sharing, and (3) student presentations.

Academic Research Requirements:
Select ONLY Primary Sources and Academic Peer-Reviewed Journals for research in this course and throughout graduate school.
Please Note Secondary Sources are NOT acceptable research sources, for example: Education Digest is NOT a journal.
DO NOT CITE WIKIPEDIA under any circumstances in your coursework Wikipedia is open source and, while it often has useful and sometimes accurate general knowledge, it is NOT an academic source that should ever be cited in a course paper.
Use of ideas or wording from Wikipedia or any other source without citation is of course academic misconduct, and will result in a failing grade in this course and subsequent dismissal from graduate school. See Graduate Student Handbook for the Academic Honor Code page 9:
http://www.uncp.edu/grad/handbook/handbook_09.pdf
Use APA citation throughout your coursework in giving proper credit to the resources you use whether journal, book, internet, interview, etc. One of your required texts in this program and specifically in this course is the 6th edition APA manual, use it accordingly. Your coursework will be graded based on your proper use of APA citation.

The Official APA Organization’s Home Page with a Blog and other useful information about APA Style
http://www.apastyle.org/
APA Style Guide from Purdue Online Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/

TEXTBOOKS- The textbooks for this course are:

*Additional Course Readings will be drawn from professional journals.

Recommended Journals
Equity and Excellence in Education
Language Arts
Journal of Literacy Research
Reading Improvement
Journal of Staff Development
Reading Research Quarterly
Research in the Teaching of English
T.H.E. Journal

Reading Research and Instruction
The New Advocate
Journal of Adolescent and Adult Literacy
The Reading Teacher
Journal of Teacher Education
www.readingonline.org
TENTATIVE COURSE CALENDAR: (Subject to change at the discretion of the professor)

Date Section(s) in Topic/Activity Assignment due attendance

Week 1- August 22- RDG 5430: Orientation- Review of the syllabus, course expectations, discussion of the parameters of the leadership project.
Where are you in the development of the project? How have you been working on your leadership project?
Review the mid-point evaluation process.

Week 2- August 29- RDG 5430 DO NOT MEET for Class but Continue Reading:
Ladson-Billings Text Chapter 1 A Dream Deferred

Week 3- Labor Day No Class- September 5- RDG 5430 DO NOT MEET for Class but Continue Reading:

Week 4- September 12- RDG 5430 DO NOT MEET for Class but Continue Working

Week 5- September 19- RDG 5430 MEETS for Class:
Ladson-Billings Text Chapter 2 Does Culture Matter?

Bring copies for all RDG 5430 classmates of one completed summary/reflection for a Master’s Standard and/or a Reading Standard.

Continue to work on completing portions of portfolio, proposal, or project document

Week 6- September 26- RDG 5430 DO NOT MEET for Class FACE to FACE, but Continue Reading & Post Online:
Post online for classmates a (second) completed summary/reflection for a Master's Standard and/or a Reading Standard.

Week 7- October 3- RDG 5430 DO NOT MEET for Class, but Continue Reading:
Ladson-Billings Text Chapter 3 Seeing Color, Seeing Culture

Continue to work on final presentations on PowerPoint. Continue to work on completing portions of portfolio, proposal, or project document

Week 8- October 10- RDG 5430 MEETS for Class:
Ladson-Billings Text Chapter 4 We Are Family

Bring copies for all RDG 5430 classmates of another (third) completed summary/reflection for a Master’s Standard and/or a Reading Standard.

Continue to work on final presentations on PowerPoint. Continue to work on completing portions of portfolio, proposal, or project document

Week 9- October 17- RDG 5430 DO NOT MEET for Class FACE to FACE, but Continue Reading & Post Online:
Ladson-Billings Text Chapter 5 The Tree of Knowledge

Week 10- October 24- RDG 5430 DO NOT MEET for Class but Continue Reading:
Ladson-Billings Text Chapter 6 Culturally Relevant Teaching

Post online for classmates another (fourth) completed summary/reflection for a Master's Standard and/or a Reading Standard.
Continue to work on final presentations on PowerPoint. Continue to work on completing portions of portfolio, proposal, or project document.

Week 11- October 31- RDG 5430 MEETS for Class:
Portfolio Conferences & Mid-Point Evaluations

Week 12- November 7- RDG 5230, RDG 5430, & RDG 5630 MEET for Class:
Meet with RDG 5230 and RDG 5630 to participate in a mentoring session

Week 13- November 14- RDG 5430 DO NOT MEET for Class but Continue Reading:
Ladson-Billings Text Chapter 7 Making Dreams into Reality

Week 14- November 21- RDG 5430 MEETS for Class:
Portfolio Conferences & Mid-Point Evaluations

Week 15- November 28-RDG 5230, RDG 5430, & RDG 5630 MEET for Class:
Meet with RDG 5230 and RDG 5630 to present Final PowerPoint presentation of Leadership product

Week 16- December 5 Last day of class
Resubmit Assignments/ Conferencing with Students
Course Evaluations
Course Administration:
A. ATTENDANCE /CONTACT WITH PROFESSOR/CONDUCT In class discussions, on line participation in discussions, SSR and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend ALL scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. It is the student's responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional. Your attendance and punctuality reflect your professionalism. I fully expect you to do your part to be successful in this course, and you can expect me to make every reasonable effort to assure that outcome. Therefore, I encourage you to send me an e-mail message, call me, or visit me during office hours if you have questions or find you need extra assistance.
CONDUCT IN CLASS
Communication/Discussion: Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line" i.e. Ad Hominem commentary will not be permitted. Try not to dominate class discussions, but also realize that your input is important to the success of this course.
Academic Honor Code: Students are expected to adhere to the Honor Code and to see P. 10 of Graduate Student Handbook for a complete description of the Honor Code that outlines standards for classroom behavior.
Visitors/Children in Class: Anyone other than an enrolled student is not allowed to attend class without the permission of the professor. I know you are parents and child care issues may arise at times. Obedient children are always welcome as long as you (the parent) are thoroughly supervising them throughout their time in class.
**PLEASE NOTE**CELL PHONE USAGE It is a violation of the University's Code of Conduct & it is prohibited for a UNCP student to: 1. Violate the Academic Honor Code & 10. Operating cell phones,
This instructor expects you to be prepared and able to manage your time accordingly.

Late Assignments

IT IS ACCEPTABLE TO POST EARLY THE WEEK IN WHICH THE ASSIGNMENT IS DUE.

Late Assignments
All assignments are required on the due date and are to be submitted on time.

This instructor expects you to be prepared and able to manage your time accordingly.
Postings and responses to peers should be submitted in a timely manner so ‘the conversation may continue’.

In the event of an emergency, the student must notify the professor within 24 hours of the absence. [Extenuating circumstances may result in no reduction of grade on late assignments--the decision as to the validity of the circumstances is solely up to the instructor.]

C. POSSIBLE CHANGES TO COURSE REQUIREMENTS/ACTIVITIES/ASSIGNMENTS. The professor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and/or class schedule as she deems appropriate. Any changes in activities and assignments will be explained during class sessions and/or in postings to the Blackboard course site. Regular attendance, active participation in class activities, and frequent checking of the Blackboard course site are all essential actions on your part in order for you to meet all course requirements. Any changes or revisions will be to the benefit of the student and never to disadvantage the student.

D. EMERGENCIES/ADVERSE WEATHER: In the event of the professor’s illness or adverse weather conditions your professor will communicate with you via the course Blackboard website and e-mail informing you whether class will be held on campus or online. It is important for you to check your e-mail and the Blackboard website frequently for class information. In the event that the professor is ill or adverse weather prevents conducting class on campus she will conduct class online via Blackboard. UNC-P's Adverse Weather Policy can be accessed at this link: http://www.uncp.edu/BA/policies/police/ps0900e.htm

COURSE REQUIREMENTS: METHODS FOR EVALUATING STUDENTS’ PERFORMANCE IN RDG 5430

Class participation and attendance: 300 points

Again in class discussions, on line participation in discussions, and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend ALL scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. It is the student’s responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional. Your attendance and punctuality reflect your professionalism.

2. Mid-point Evaluation Conference: 200 points

At the end of the course the student will meet with the instructor or advisor to review student progress in the program. The midpoint evaluation must be completed in person and signed by the student and advisor.

Oral Presentation and Midpoint Evaluation Process: 250 points

The RDG 5430 portfolio presentation will be highly organized and professional. This presentation will be one on one with the professor during the midpoint evaluation. The presenter will share her/his reflections for the master’s portfolio and the final draft of the leadership project. The presentation should take approximately 7-10 minutes with 3-5 minutes for questions. The presentations will be evaluated by the professor in conjunction with the midpoint evaluation process. The presentation of the portfolio should provide a brief overview of the candidate’s theoretical/philosophical beliefs position at this point in their Reading Education masters program, and the reason(s) she/he chose to pursue the portfolio in lieu of a thesis as her/his capstone experience. A rubric will be provided for assessment.

Portfolio content is expected to include the following entries:

Entry One: Introduction and biographic information
Entry Two: Approximately one half of the entries with artifacts (at the minimum 4 reflections) for the Master’s Comprehensive Portfolio

Summaries and reflections on master’s and reading standards, including impact sections

Entry Three: Leadership Project- either the finished product to begin or the final draft of the proposal

4. Leadership Project Proposal Presentations: 250 points

The RDG 5430 leadership project presentation will be highly organized and professional. This presentation will be on PowerPoint. The presentation should take approximately 7-10 minutes with 3-5 minutes for questions. The presentations will be evaluated by all students and faculty in attendance. The content of the project proposal will be evaluated by the student’s graduate advisor and instructors during the semester. The presentation should follow the basic structure of the proposal document, that is: an introduction, the research question(s), highlights of findings from the literature review that influenced the design of the study, and the proposed method, including setting, subjects, procedures of implementation and of data-gathering, reliability, validity, and plans for data analysis. This will be the final draft not the rough draft that is presented. A rubric will be provided for assessment.

The PowerPoint presentation of the leadership project proposal presentation will also include a focus on one portfolio entry that was most significant to the candidate’s growth and development as a literacy teacher and leader thus far.

EVALUATION & CRITERIA FOR GRADES:

Evaluation: It is important to understand that although completing all the work is both useful and necessary; such completion alone does not necessarily qualify anyone for an A. It is necessary to satisfy the quantity requirements of this course, but it is equally important to satisfy the quality requirements also. Work, which merits a grade of A, must be pushed to levels of excellence. Work that is good merits a grade of B and so on down the line.

When you complete work, you need to take that work to task. Is it original in thought? Does the work do more than rehash readings? Does it develop ideas with depth? Does it use language with facility? Does it make unique, interesting, and practical assertions that are backed by substantive and thoughtful research? Does it have potential to be published outside the confines of this course? Does it have impact? Does it make the reader take notice? If so, then your work is in the ballpark of excellence.

Grading: A grade of A, A-, B+, B-, C, D, or F will be given for each assignment/learning activity turned in/ completed. The final grade will be calculated, based on the points given below:

<table>
<thead>
<tr>
<th>Assignment Points</th>
<th>Final Grades*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLEASE NOTE: Assignments are due at the start of class on the due date and must be submitted online as indicated</td>
<td>This course will be graded using an A to F plus/minus system as follows:</td>
</tr>
<tr>
<td>Class Participation face to face and online, attendance, &amp; Discussion 300</td>
<td>A = 970-1000</td>
</tr>
<tr>
<td>On-going Evaluation Due in November</td>
<td>C+ = 800-829</td>
</tr>
<tr>
<td>Mid-point Evaluation Conference 200 Presentation and content of Master's Research Project proposal 250</td>
<td>A- = 930-969</td>
</tr>
<tr>
<td>2011 Due in November</td>
<td>C = 770-799</td>
</tr>
<tr>
<td>Leadership Project Proposal Presentation 250</td>
<td>B+ = 900-929</td>
</tr>
<tr>
<td>2011 Due Nov. 28, 2011</td>
<td>C- = 750-769</td>
</tr>
<tr>
<td></td>
<td>B = 870-899</td>
</tr>
<tr>
<td></td>
<td>F = 749-000</td>
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<tr>
<td></td>
<td>B- = 830-869</td>
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Important University Information and Policies
THE UNIVERSITY’S POLICY ON CLASS ATTENDANCE

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor. (UNCP Catalog http://www.uncp.edu/catalog/html/acad_pol.htm)
Sanctions for violations will be the responsibility of the Dean of the School of Graduate Studies.

Penalties for graduate student infractions may differ from those specified for undergraduates. The Student Handbook, the University General Catalog, and on the University website at: http://www.uncp.edu/aa/handbook/02-03/pdf/appendix_g.pdf

According to the By-Laws of the Board of Trustees of The University of North Carolina at Pembroke, ratified in March of 1968, the administration of the University is responsible for all phases of student discipline. The administration holds that a student enrolling in the University assumes an obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution. Further, the Board of Trustees has directed the administration to take appropriate disciplinary action against students and student organizations who are found to be in violation of the University's Code of Conduct.

A UNCP student shall refrain from the following prohibited behaviors:
1. Violating the Academic Honor Code;
2. Furnishing false information to the University with intent to deceive;
3. Withholding, with knowledge, information from the University;
4. Refusing to comply with any lawful order of a clearly identifiable University official acting in the performance of his/her duties in the enforcement of University policies (residence staff members are considered University officials when acting in an official capacity);
5. Failing to present his/her ID when requested to do so by a University official;
6. Forging, altering, defrauding, or misusing documents, charge cards or money, checks, records, and ID cards of an individual or the University;
7. Neglecting to discharge all obligations to the University prior to the close of each semester;
8. Loitering around the residence halls after visitation hours have expired;
9. Disruptive and disorderly conduct;
10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs;

P. 10 of Graduate Student Handbook: “Student Academic Honor Code states: Standards of academic honor are enforced by the Graduate Council acting through the Dean of the School of Graduate Studies. Graduate students are expected to adhere to all academic and conduct standards described in the UNC Pembroke Catalog and the Student Handbook. Students have the responsibility to know and observe the UNCP Academic Honor Code. A complete description of the Honor Code appears in The Student Handbook, the University General Catalog, and on the University website at: www.uncp.edu/aa/hbook.htm. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements regarding academic honesty in graduate courses will be provided to students in writing at the beginning of the course(s), and are binding on the students. Academic evaluations in graduate courses include a judgment that the student’s work is free from academic dishonesty of any type; and grades in graduate courses therefore will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the university. Students are expected to report cases of academic dishonesty to the instructor. All requirements of the Honor Code will be strictly enforced. Students are responsible for knowing and observing the university Honor Code; failure to learn it will not excuse anyone from its obligations. Recognizing the appropriately more stringent requirements for remaining enrolled in a graduate program, penalties for graduate student infractions may differ from those specified for undergraduates. Convening bodies responsible for monitoring graduate students’ academic integrity, ensuring due process for graduate students who are charged with academic honor code violations, and imposing sanctions for violations and will be the responsibility of the Dean of the School of Graduate Studies.
Documentation of all infractions will be placed in the student’s folder in the Office of Graduate Studies and remain there until the degree is awarded. It will be removed from the student folder after degree requirements have been met and before the file is transferred to the Registrar’s Office. If the professor determines that a graduate student has presented or submitted work that violates standards of academic honesty, a range of penalties may be imposed. An “F” in the course may be appropriate at any point in a student’s career. However, depending on the nature of both the assignment and the plagiarism, a professor may choose an alternative set of sanctions. The offending student might receive an “F” for the assignment and be required to complete the assignment, for no credit, to the satisfaction of the professor. A faculty member may also withdraw a student from a course at any point in the semester, giving him/her the opportunity to repeat the course.

In all cases, documentation will be placed in the student’s folder in the Office of Graduate Studies and remain there until the degree is awarded. It will be removed from the student folder after degree requirements have been met and will not be copied for the file retained by the Registrar’s Office. For a second instance of plagiarism at any time during the student’s graduate career, documentation of the first incident will become part of the evidence considered in establishing the penalty. If a student receives an “F” in a course due to policy violations prior to the end of a semester, the student may receive credit for other courses for which he or she is concurrently registered; dismissal will become effective at the end of the semester in which the second offense occurs.”

CONTACT INFORMATION FOR UNCP:
University of North Carolina at Pembroke website: http://www.uncp.edu
Continuing Education and Distance Education webpage: http://www.uncp.edu/ced
University Police: 910-521-6235
UNIVERSITY EMERGENCY INFORMATION:
Hotline: 910-521-6888
website: http://www.uncp.edu/relations/eih.htm

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about emergency weather or other emergencies relating to UNCP. “It is the policy of this University to protect employees, students, and visitors from adverse weather or other conditions of a serious nature. The University will remain open for classes unless there is a clear and present danger to the safety and welfare of students, faculty, or staff. It is recognized that in some individual cases travel may be hazardous even though closing is not warranted. In those cases, everyone is advised to take all reasonable precautions in coming to campus given his/her personal circumstances. As always, if you believe that commuting to campus during inclement weather places your life or property at risk, stay home and inform your instructor and/or supervisor.”

NOTIFICATION OF TEACHER RESEARCH:
As a Teacher Researcher, I routinely collect, analyze, interpret and report on data as it concerns my courses. This allows me to improve the way I teach as well as to add to the body of knowledge we know about critical inquiry pedagogy. Normal observation, recording of sessions and teacher/student exchanges, teacher-initiated journals and field notes, and samples of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding the nature of pedagogy. Any students who prefer that their work in this class not be considered for purposes of research should indicate so in writing to me.

2.3 Course Proposal: Create new course RDG 5630 Professional Seminar III, which will be a one hour course which taken in the third strand of coursework in the reading
education program. The seminar will focus on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders for the 21st century, as candidates plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio.

Rationale: This course will replace RDG 5830. This one hour repeatable course was problematic to implement in the reading education program and does not fluidly take the place of three separate seminars in the separate progression throughout the reading education program.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Cross listing: No
Articulation: No
Additional Resources: no
Additional Resources required:

COURSE DESCRIPTIONS:

Prefix & Number: RDG 5630

Hours: 1.0

Prerequisites: Completion of Strands I and II and 18 hours of reading courses.

Required: Yes

New Course description: The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio.

New Course title: Professional Seminar III

Code: SEM

Course Syllabus

Preparing professional educators who are committed, collaborative, and competent
The University of North Carolina at Pembroke
Teacher Education Program Accredited by:
National Council for Accreditation of Teacher Education (NCATE)
North Carolina Department of Public Instruction (NCDPI)
RDG 5630 Professional Seminar in Reading Education III
Professor:
Contact Information: Phone:
Email:
Office Location: Education Building
Office Hours:
Class Meeting Day, Time, and Place:
**This is a Hybrid Course with blended online classes**
COURSE DESCRIPTION FROM THE CATALOG:
RDG 5630. Professional Seminar in Reading III (1 hour)
The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. Prerequisites: Completion of Strands I and II and 18 hours of reading courses. COURSE PREREQUISITES: Enrollment in the appropriate Strands of the program.

CONCEPTUAL FRAMEWORK & RELATIONSHIP OF COURSE TO THE CONCEPTUAL FRAMEWORK:
Conceptual Framework
Theme: Preparing professional educators who are committed, collaborative, and competent.
The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP’s primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the democratic mission in public education.
The conceptual framework and program design of the program in Reading Education is designed to attain several specific educational objectives required at the master's degree level of preparation of reading specialists in agreement with the standard set by the State of North Carolina (DPI), International Reading Association (IRA), and NCATE.

All teacher education graduate programs are structured around five UNCP Teacher Education Master’s Candidate Standards, which are listed below. This course addresses each of the standards to some degree, but especially Masters Standards 1, 2, 3, 4, and 5 and Reading Standards 1, 2, 3 & 4.

UNCP TEACHER EDUCATION MASTER’S CANDIDATE STANDARDS (2010)

Standard 1: Teacher Leadership- Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

Standard 2: Respectful Educational Environments- Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

Standard 3: Content and Curriculum Expertise- Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.
Standard 4: Student Learning- Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Standard 5: Reflection- Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

STANDARDS FOR READING TEACHER CANDIDATES (2010)

Standard 1: Reading teacher candidates have knowledge of foundations of reading.

Reading teacher candidates know and are able to understand and apply foundations of psychological, sociological, and linguistic foundations of the reading and writing processes and their underlying theories. They use knowledge of reading research and histories of reading to inform classroom practice. Teacher candidates understand knowledge of language, reading, and writing development and apply this knowledge to further cultivate student development in reading. They possess knowledge of cultural and linguistic diversity as related to the development of oral language, reading, and writing and use this knowledge to meet learners' needs. Teacher candidates understand the integrated nature of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and writing within reading instruction and develop strategies and practices encompassing these components to drive their instruction.

Standard 2: Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.

Reading teacher candidates know and are able to use, interpret, and incorporate a wide range of assessment tools and practices; to include individual, group standardized tests, and informal classroom reading assessments. Based on reading assessment information, teacher candidates compare, contrast, and/or analyze assessment data to determine learners' placements along a developmental continuum. Teacher candidates use reading assessment information to plan, evaluate, and revise effective instruction, as well as to initiate referrals. Additionally, teacher candidates collaborate with school professionals and families to determine appropriate instruction and services for students.

Standard 3: Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.

Reading teacher candidates know and are able to use a variety of tools to help diverse K-12 learners develop reading strategies and skills that promote content comprehension. It is necessary for educators to know a variety of instructional approaches to reading and appropriately employ instructional grouping options. Teacher candidates utilize a wide range of instructional materials to optimize student proficiency as readers. Overall, reading teacher candidates are able to provide a strong evidence-based rationale in responding to a diverse group of learners, learner needs, and learning situations with a variety of instructional practices and techniques.

Standard 4: Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Reading teacher candidates know and are able to use multimodal literacies, such as technology based information and non-print materials, for reading instructional planning. They match materials and instructional plans to student interests, abilities and diverse backgrounds. Materials will represent multiple levels, broad interests, and reflect global connections. The teacher candidates' relationships will develop and enhance a culture of reading and writing that motivates, empowers, and prepares students to be lifelong readers and writers.

Course Rationale and Relationship to Current Programs and Professional Standards:
RDG 5630 will focus on bringing closure to the program through the completion and formal presentation of (1) a comprehensive portfolio or (2) a master’s research project. Students will provide some mentoring to colleagues in RDG 5230 and RDG 5430.

The course represents one of several means for students to fulfill expectations for Advanced master’s degrees set forth by the North Carolina Department of Public Instruction; that is, attention to research, the use of technology, building on current knowledge and competencies, professional development and self-reflection, and developing peer leadership and mentoring skills. These expectations are closely aligned with the themes and competencies identified by the International Reading Association (IRA) in 2010 and by the National Council for the Accreditation of Teacher Educators (NCATE). The course objectives are organized according to program standards, which are directly drawn from the 2010 standards of the International Reading Association as well as linked to Master’s Advanced Competencies listed by the North Carolina Department of Public Instruction and DPI standards set in 2010.

TECHNOLOGY REQUIREMENTS:
Regular daily access (including weekends) to the Internet.

Active UNCP Student (LAN) account (more at http://www.uncp.edu/ucis/accounts/)

An Internet connection --- speed minimum: 28.8 kbs

A web browser such as Mozilla, Safari, Netscape, and Internet Explorer that can accommodate both JavaScript and Java

UNCP email account

Microsoft Word

PowerPoint

Excel

Plug-ins

RealPlayer G-2

Adobe Acrobat Reader

Macromedia Flash Player

Please save documents in either RTF (Rich Text Format) or a later version of Word so I will be able to open this document. The problem is that when students create documents in Vista/MS Word 2007 the professor is unable to open your documents because the professor has the older/earlier version of Word. Please select "Save as Word 97-2003" when you save a document.

Use this link to help with issues of newer versions of Excel, Powerpoint, and Word and with the older platforms of Microsoft Office (which is what the university has and what your professor has as well) http://support.microsoft.com/kb/924074

METHODS OF TEACHING & COURSE CONTENT: The content of the course will be developed using a seminar approach with blended online activities. The first seminar meeting of RDG 5630 will be an overview of course expectations and an immediate intensive planning session to determine learning needs and interests of class members, collaborative possibilities, specific topics within the overall course structure, and presentation requirements for students in Strands I, II, and III of the
Parts of the course involve online activities, email, individual conferencing, and optional attendance. Class sessions will be used for (1) introductions, standard-setting, group guidance, direct instruction, and optional topical presentations, (2) feedback, sharing, and mentoring with individuals and small groups, and (3) student presentations. Please note which sessions require your attendance; please feel free to observe and participate in others of interest!

TEXTBOOKS- The textbooks for this course are:

*Additional Course Readings will be drawn from professional journals.

Recommended Journals
Equity and Excellence in Education
Journal of Literacy Research
Journal of Staff Development
Research in the Teaching of English
Reading Research and Instruction
Journal of Adolescent and Adult Literacy
Journal of Teacher Education

TENTATIVE COURSE CALENDAR: (Subject to change at the discretion of the professor)
Date Section(s) in Topic/Activity Assignment due attendance
Week 1- August 22- RDG 5630: Orientation- Introductions; overview of course; planning; alignment for mentoring; & status check.
Week 2- August 29- RDG 5630 MEETS for Class:
   Miller Text: Introduction

Portfolio Focus on Reading Standards 1, 2, 3, 4, and 5 (bring whatever you have!) Bring best drafts of entries to class for sharing and critique, especially documenting impact.

Plans for submitting a proposal for the North Carolina Reading Conference based on Leadership Project

Week 3- Labor Day No Class- September 5- RDG 5630 DO NOT MEET for Class but Continue Reading:
   Miller Text: Chapter 1 There and Back Again

Week 4- September 12- RDG 5630 DO NOT MEET for Class but Continue Reading:
   Miller Text: Chapter 2 Everybody is a Reader

Week 5- September 19- RDG 5630 DO NOT MEET for Class but Continue Reading:
   Miller Text: Whisper: Student Surveys

Week 6- September 26- RDG 5630 MEETS for Class:
   Miller Text: Chapter 3 There’s a Time and a Place

Portfolio Focus on Master’s Standards A, B, C, D, & E (bring whatever you have!)

Week 7- October 3- RDG 5630 DO NOT MEET for Class FACE to FACE, but Continue Reading & Post Newly Revised One Masters & Reading Standard based on Feedback:
   Miller Text: Chapter 4 Reading Freedom
Give feedback on Master's A-E & Reading Standards 1-5. Post feedback & critique of reflections using the portfolio evaluation rubric.

Week 8- October 10- RDG 5630 DO NOT MEET for Class but Continue Reading: Miller Text: Whisper: Reader's Notebooks

Week 9- October 17- RDG 5630 MEETS for Class: Portfolio Conferences

Week 10- October 24- RDG 5630 DO NOT MEET for Class but Continue Reading: Miller Text: Chapter 5 Walking the Walk

Week 11- October 31- RDG 5630 DO NOT MEET for Class but Continue Reading: Miller Text: Chapter 6 Cutting the Teacher Strings & Miller Text: Whisper: End-of-Year Evaluations

Week 12- November 7- 5230, RDG 5430, & RDG 5630 MEET for Class: Meet with RDG 5230 & RDG 5430 seminar cohorts.

Present PowerPoint Presentation of Portfolio highlights.

Share proposal submitted for the North Carolina Reading Conference based on Leadership Project

Turn in completed Portfolios

**Week 13- November 14-** **RDG 5630 Comprehensive Exam Day**

You need to have passed the Praxis II 0300 Exam before this date or take the comprehensive exam this night.

Week 14- November 21- RDG 5630 DO NOT MEET for Class but Continue Reading: Miller Text: Chapter 7 Letting Go & Miller Text: Afterword

Week 15- November 28- RDG 5230, RDG 5430, & RDG 5630 MEET for Class: Meet with RDG 5230 and RDG 5430 & Pick up completed Portfolios and/or projects

Bring a check/money order in the amount of $55.00 written out to NCDPI (North Carolina Department of Public Instruction). I will have Form A that you will need to complete in class for licensure.

Week 16- December 5 Last day of class

Resubmit Assignments/ Conferencing with Students

Course Evaluations

Course Administration:

A. ATTENDANCE /CONTACT WITH PROFESSOR/CONDUCT In class discussions, on line participation in discussions, SSR and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend ALL scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. It is the student’s responsibility to contact the faculty member, make up any missed/assigned material, and to obtain class notes and assignments. You are a professional. Your attendance and punctuality reflect your professionalism. I fully expect you to do your part to be successful in this course, and you can expect me to make every reasonable
effort to assure that outcome. Therefore, I encourage you to send me an e-mail message, call me, or visit me during office hours if you have questions or find you need extra assistance.

CONDUCT IN CLASS
Communication/Discussion: Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line" i.e. Ad Hominem commentary will not be permitted. Try not to dominate class discussions, but also realize that your input is important to the success of this course.

Academic Honor Code: Students are expected to adhere to the Honor Code and to see P. 10 of Graduate Student Handbook for a complete description of the Honor Code that outlines standards for classroom behavior.

Visitors/Children in Class: Anyone other than an enrolled student is not allowed to attend class without the permission of the professor. I know you are parents and child care issues may arise at times. Obedient children are always welcome as long as you (the parent) are thoroughly supervising them throughout their time in class.

**PLEASE NOTE**CELL PHONE USAGE It is a violation of the University’s Code of Conduct & it is prohibited for a UNCP student to: 1. Violate the Academic Honor Code & 10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs. THEREFORE Pagers, cellular phones and other types of telecommunication equipment are prohibited from use during class. Be sure that any pagers, phones or other equipment is turned OFF during the class period. If you have a special need to have your pager or phone "on" during class, you will need to give the professor prior notice and you will need her approval.

B. CLASS PARTICIPATION & ASSIGNMENT SUBMISSIONS. You are expected to complete all assignments and prepare to participate in discussions for each class session. See class schedule for specific discussion items for each week. Participating in class means you are part of a community of learners therefore you are expected to engage actively in group discussions, contribute ideas and information, and you will bring before the group issues, concerns, problems, proposals, and policies relevant to course topics and discussions. Ask questions of the professor and respond to the comments of your peers in the class. Also, you are expected to provide feedback in relation to the reading assignments, respond to your peers’ discussion input, share personal reflections and offer critique of ideas presented when appropriate. Both oral communication (e.g., discussion groups) and written/word-processed records (e.g., online discussions) of the thinking evoked by reading assignments and other course content are important processes and products for RDG 5430.

Unquestionably, the more actively you are involved in the class and with the course content, the more you will learn and the more you may be able to enhance the learning experience for others. Assignments in this course have been designed for you to work independently, with a peer, or with a small group of peers. Written/word-processed assignments, oral presentations, and/or projects must be ready at the beginning of the class period on the due date unless the professor indicates otherwise in class. An assignment submitted late will result in a lower grade. For example if the assignment is submitted one day late the highest a student could make on the assignment is B, an assignment submitted two days late= C, three days late=D (please submit assignments on time). All course requirements must be successfully completed in order to receive credit for the course.

Compose all written/word-processed assignments using a 12-point font (e.g., Times Roman, Courier, or Arial) and double-spacing and fasten with a single staple. The bibliographic or reference format guide to be used for all assignments will be the "Publication Manual of the American Psychological Association" [6th edition]. Written/word-processed assignments must also be submitted online via the assignments link in Blackboard in Microsoft Word format (.doc) or rich text format (.rtf). Allow one-inch margins on all sides and be sure to number pages. Attach a coversheet to all assignments that includes the following information: Title of assignment, University of North Carolina at Pembroke, Course title & number, your name, date. All written
assignments should be word-processed on a computer. You are expected to carefully proofread and edit all work produced and/or submitted for the course.

Papers, reading responses, or presentation materials that do not meet expectations for graduate level work will be returned for revision ("repair"); any assignments returned for revision will not receive the full credit for the assignment, the highest any resubmitted assignments could earn would be a B+.

****Your assignments, evaluations, and class participation comprise the grade that you earn in this class. The professor does not give grades. It is your responsibility to be proactive in your learning in this class. If you do not understand a learning activity or assignment that you are required to do please ask questions and get clarification from the professor before you do the assignment. It is too late to affect any change to your grade after the assignment is graded and recorded or after the course has ended.****

IT IS ACCEPTABLE TO POST EARLY THE WEEK IN WHICH THE ASSIGNMENT IS DUE.

Late Assignments
All assignments are required on the due date and are to be submitted on time.

This instructor expects you to be prepared and able to manage your time accordingly.

Postings and responses to peers should be submitted in a timely manner so ‘the conversation may continue’.

In the event of an emergency, the student must notify the professor within 24 hours of the absence. [Extenuating circumstances may result in no reduction of grade on late assignments--the decision as to the validity of the circumstances is solely up to the instructor.]

C. POSSIBLE CHANGES TO COURSE REQUIREMENTS/ACTIVITIES/ASSIGNMENTS. The professor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and/or class schedule as she deems appropriate. Any changes in activities and assignments will be explained during class sessions and/or in postings to the Blackboard course site. Regular attendance, active participation in class activities, and frequent checking of the Blackboard course site are all essential actions on your part in order for you to meet all course requirements. Any changes or revisions will be to the benefit of the student and never to disadvantage the student.

D. EMERGENCIES/ADVERSE WEATHER: In the event of the professor’s illness or adverse weather conditions your professor will communicate with you via the course Blackboard website and e-mail informing you whether class will be held on campus or online. It is important for you to check your e-mail and the Blackboard website frequently for class information. In the event that the professor is ill or adverse weather prevents conducting class on campus she will conduct class online via Blackboard. UNC-P’s Adverse Weather Policy can be accessed at this link: http://www.uncp.edu/ba/policies/police/ps0900e.htm

COURSE REQUIREMENTS: METHODS FOR EVALUATING STUDENTS’ PERFORMANCE IN RDG 5630
1 Class participation and attendance: 300 points

Participation with and support of RDG 5230 and 5430 students through class activities and email mentoring Again in class discussions, on line participation in discussions, and collaborative activities are an integral part of this class. Criteria are based on commitment to assignments and activities, including your own presence (both in class and on line). Leaving class before the end of the session will be considered an absence. Students will be expected to attend ALL scheduled classes in this course, to be punctual, and be prepared to participate in class discussions. Students will be given a grade of 0 or F for any absence. Absences are neither excused nor unexcused. It is the student’s responsibility to contact the faculty member, make up any missed/assigned material, and
to obtain class notes and assignments. You are a professional. Your attendance and punctuality reflect your professionalism.

Portfolio Conference Check: 250 points

The RDG 5630 portfolio conference will be highly organized and professional. This presentation will be one on one with the professor. The presenter will share her/his master’s portfolio with the below entries. The presentation should take approximately 7-10 minutes with 3-5 minutes for questions. The presentations will be evaluated by the professor. The conclusion of the portfolio conference should provide the candidate's evaluation of her/his portfolio with the masters/reading rubrics.

Portfolio content is expected to include the following entries:

Entry One: Introduction and biographic information

Entry Two: Approximately all of the entries with artifacts (2 per reflection) (at the minimum 8 reflections) for the Master’s Comprehensive Portfolio

Summaries and reflections on master's and reading standards, including impact sections

Entry Three: Conclusion- the future plans of where the candidate will continue with their academic and professional development as a reading specialist once the master's degree has been completed.

Oral Presentation of Portfolio: 250 points

The RDG 5630 portfolio presentation will be highly organized and professional the oral presentation of the portfolio should take 15-20 minutes with 10 minutes for questions. The presentations will be evaluated by all students and faculty in attendance. The presentation should briefly provide initial context of the candidate’s theoretical position at the end of the Reading Education masters program. The Oral Presentation should include: students’ fulfillment/results of their leadership project. Portfolio presentations will focus on the importance of the standards and the relationship of her/his teaching and impact on students and colleagues. Or they will focus on 1 - 2 entries that were most significant to the candidate’s growth and development as a literacy leader. A rubric will be provided for assessment.

4. Master’s Portfolio: 250 points

The RDG 5630 master’s portfolio will be highly organized and professional. The content of the portfolio will be evaluated by the student’s graduate committee during the week after the oral presentations. The faculty committee will use the Graduate Portfolio Evaluation at Program Completion for Advanced teacher licensure programs - Holistic Rubric.

EVALUATION & CRITERIA FOR GRADES:

Evaluation: It is important to understand that although completing all the work is both useful and necessary; such completion alone does not necessarily qualify anyone for an A. It is necessary to satisfy the quantity requirements of this course, but it is equally important to satisfy the quality requirements also. Work, which merits a grade of A, must be pushed to levels of excellence. Work that is good merits a grade of B and so on down the line.

When you complete work, you need to take that work to task. Is it original in thought? Does the work do more than rehash readings? Does it develop ideas with depth? Does it use language with facility? Does it make unique, interesting, and practical assertions that are backed by substantive and thoughtful research? Does it have potential to be published outside the confines of this course? Does it have impact? Does it make the reader take notice? If so, then your work is in the ballpark of excellence.
Grading: A grade of A, A-, B+, B, B-, C, D, or F will be given for each assignment/learning activity turned in/ completed. The final grade will be calculated, based on the points given below:
Important University Information and Policies

THE UNIVERSITY’S POLICY ON CLASS ATTENDANCE

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings. For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor. (UNCP Catalog http://www.uncp.edu/catalog/html/acad_pol.htm)  

ADA Academic Access Statement:

Any student with a documented learning, physical, chronic health, psychological, visual or hearing disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 103 or call 910-521-6695.

This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, 521-6695.

STUDENT CONDUCT & ACADEMIC HONOR CODE

http://www.uncp.edu/aa/handbook/02-03/pdf/appendix_g.pdf “According to the By-Laws of the Board of Trustees of The University of North Carolina at Pembroke, ratified in March of 1968, the administration of the University is responsible for all phases of student discipline. The administration holds that a student enrolling in the University assumes an obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution. Further, the Board of Trustees has directed the administration to take appropriate disciplinary action against students and student organizations who are found to be in violation of the University's Code of Conduct.

A UNCP student shall refrain from the following prohibited behaviors:
1. Violating the Academic Honor Code;
2. Furnishing false information to the University with intent to deceive;
3. Withholding, with knowledge, information from the University;
4. Refusing to comply with any lawful order of a clearly identifiable University official acting in the performance of his/her duties in the enforcement of University policies (residence staff members are considered University officials when acting in an official capacity);
5. Failing to present his/her ID when requested to do so by a University official;
6. Forging, altering, defrauding, or misusing documents, charge cards or money, checks, records, and ID cards of an individual or the University;
7. Neglecting to discharge all obligations to the University prior to the close of each semester;
8. Loitering around the residence halls after visitation hours have expired;
9. Disruptive and disorderly conduct;
10. Operating cell phones, pagers, beepers, etc. in classrooms, libraries, and labs;"

P. 10 of Graduate Student Handbook: "Student Academic Honor Code states: Standards of academic honor are enforced by the Graduate Council acting through the Dean of the School of Graduate Studies. Graduate students are expected to adhere to all academic and conduct standards described in the UNCW Pembroke Catalog and the Student Handbook. Students have the responsibility to know and observe the UNCW Academic Honor Code. A complete description of the Honor Code appears in The Student Handbook, the University General Catalog, and on the University website at: www.uncp.edu/sa/hbook.htm. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements regarding academic honesty in graduate courses will be provided to students in writing at the beginning of the course(s), and are binding on the students. Academic evaluations in graduate courses include a judgment that the student’s work is free from academic dishonesty of any type; and grades in graduate courses therefore will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the university. Students are expected to report cases of academic dishonesty to the instructor. All requirements of the Honor Code will be strictly enforced. Students are responsible for knowing and observing the university Honor Code; failure to learn it will not excuse anyone from its obligations. Recognizing the appropriately more stringent requirements for remaining enrolled in a graduate program, penalties for graduate student infractions may differ from those specified for undergraduates. Convening bodies responsible for monitoring graduate students’ academic integrity, ensuring due process for graduate students who are charged with academic honor code violations, and imposing sanctions for violations will be the responsibility of the Dean of the School of Graduate Studies. Documentation of all infractions will be placed in the student’s folder in the Office of Graduate Studies and remain there until the degree is awarded. It will be removed from the student folder after degree requirements have been met and before the file is transferred to the Registrar’s Office. If the professor determines that a graduate student has presented or submitted work that violates standards of academic honesty, a range of penalties may be imposed. An “F” in the course may be appropriate at any point in a student’s career. However, depending on the nature of both the assignment and the plagiarism, a professor may choose an alternative set of sanctions. The offending student might receive an “F” for the assignment and be required to complete the assignment, for no credit, to the satisfaction of the professor. A faculty member may also withdraw a student from a course at any point in the semester, giving him/her the opportunity to repeat the course.

In all cases, documentation will be placed in the student’s folder in the Office of Graduate Studies and remain there until the degree is awarded. It will be removed from the student folder after degree requirements have been met and will not be copied for the file retained by the Registrar’s Office. For a second instance of plagiarism at any time during the student’s graduate career, documentation of the first incident will become part of the evidence considered in establishing the penalty. If a student receives an “F” in a course due to policy violations prior to the end of a semester, the student may receive credit for other courses for which he or she is concurrently
registered; dismissal will become effective at the end of the semester in which the second offense occurs.”

CONTACT INFORMATION FOR UNCP:
University of North Carolina at Pembroke website: http://www.uncp.edu
Continuing Education and Distance Education webpage: http://www.uncp.edu/ced
University Police: 910-521-6235
UNIVERSITY EMERGENCY INFORMATION:
Hotline: 910-521-6888 website:
http://www.uncp.edu/relations/eih.htm
The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about emergency weather or other emergencies relating to UNCP. “It is the policy of this University to protect employees, students, and visitors from adverse weather or other conditions of a serious nature. The University will remain open for classes unless there is a clear and present danger to the safety and welfare of students, faculty, or staff. It is recognized that in some individual cases travel may be hazardous even though closing is not warranted. In those cases, everyone is advised to take all reasonable precautions in coming to campus given his/her personal circumstances. As always, if you believe that commuting to campus during inclement weather places your life or property at risk, stay home and inform your instructor and/or supervisor.”

NOTIFICATION OF TEACHER RESEARCH:
As a Teacher Researcher, I routinely collect, analyze, interpret and report on data as it concerns my courses. This allows me to improve the way I teach as well as to add to the body of knowledge we know about critical inquiry pedagogy. Normal observation, recording of sessions and teacher/student exchanges, teacher-initiated journals and field notes, and samples of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding the nature of pedagogy. Any students who prefer that their work in this class not be considered for purposes of research should indicate so in writing to me.

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Appendix D
Actions Requiring AA Approval and to be sent to Senate

1. Proposal from the Department of Educational Specialties

Program Proposal: Replace RDG 5830 I, II, and III with 5230, 5430, and 5630

Proposal:
Delete RDG 5830, Professional Seminars I-III. This seminar was problematic to implement in the reading education program and does not fluidly take the place of three separate seminars in the separate progression throughout the reading education program.

The RDG 5830 course will be replaced by adding RDG 5230, RDG 5430, and RDG 5630 back into the course program offerings as separate one hour seminars that are taken throughout the three different strands in the program.
RDG 5230 is taken in the first strand of coursework
RDG 5430 is taken in the second strand of coursework and its prerequisite will be completion of strand one
RDG 5630 is the final course taken in the Reading Education Program and its prerequisite is Completion of Strands I and II and 18 hours of reading courses.

Rationale: This course was proposed only to replace the separate one hour seminar courses RDG 5230, RDG 5430, and RDG 5630. Under pressure to eliminate classes with low enrollment this faulty repeatable one hour seminar was offered as a "solution" to all for students who may need the different seminars based on their progression in the three strands of the reading education program. Logistically this was problematic because of the different students who would need this course at a time and differentiating this course for the different needs. Basically this would have left the instructor with teaching three different classes and receiving only one hour of course credit.

Dept vote: 10 for; 0 against; 0 abstain

Affect others: No
Departments affected and how:
Affected Chair: Off
Additional Resources: No
Additional Resources required:

File attachment:
Program Description from 2012-2013 Catalog

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
READING EDUCATION
Director: Heather Kimberly Dial Sellers
Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Special Program Admission Requirements:

Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), which may include prerequisite courses, based on the Program Director's evaluation of the applicant's transcript.

Program Goals

The M.A.Ed. in Reading Education is organized around four major standards established by the International Reading Association (IRA) for Master's level literacy specialists. These reflect state-approved standards for reading teachers and expectations set forth by NCATE. All reading courses reflect the four program standards in content, learning opportunities, and requirements.

The four standards are:

1. Reading teacher candidates have knowledge of the foundations of reading.
2. Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.
3. Reading teacher candidates understand and apply best instructional practices and techniques in the reading process of all learners.
4. Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Please contact the Program Director for the Reading Education Program Progression Worksheet.
### Requirements for a Master of Arts in Education: Reading Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
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<tbody>
<tr>
<td>I: Orientation, Theory, and Research</td>
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<td></td>
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<tr>
<td>EDN 5660</td>
<td>Applied Educational Research</td>
<td>13</td>
</tr>
<tr>
<td>RDG 5150</td>
<td>Research in Literacy</td>
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<tr>
<td>RDG 5220</td>
<td>Literacy and Literature</td>
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<tr>
<td>RDG 5830 5230</td>
<td>Professional Seminar I (1 hour)</td>
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<tr>
<td>RDG 5350</td>
<td>Reading Instructional Strategies</td>
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<tr>
<td>II: Expanding Content and Pedagogical Knowledge</td>
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<tr>
<td>RDG 5300</td>
<td>Reading and Writing in the Content Areas I (K-6)</td>
<td>13</td>
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<tr>
<td>RDG 5301</td>
<td>Reading and Writing in the Content Areas II (6-12)</td>
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<tr>
<td>RDG 5830 5430</td>
<td>Professional Seminar II (1 hour)</td>
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<tr>
<td>RDG 5450</td>
<td>Reading Development and Assessment</td>
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<tr>
<td>Guided Elective course: With approval of the Program Director, candidates may enroll in one graduate course in another program at UNCP (assuming that they meet its prerequisites); the candidate must complete an Elective Transfer Form laying out the rationale for the elective course furthering the candidate’s professional and educational goals. Candidates are particularly encouraged to use EDN 5470, EDN 5480, and EDN 5490 as elective courses.</td>
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<tr>
<td>III: Influencing Literacy Instruction and Leadership</td>
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<tr>
<td>RDG 5320</td>
<td>Diversity and Multicultural Education</td>
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<tr>
<td>RDG 5330</td>
<td>Leadership in Reading</td>
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<tr>
<td>RDG 5610</td>
<td>Diagnosis, Assessment, Instruction, and Practicum in Reading</td>
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<tr>
<td>RDG 5830 5630</td>
<td>Professional Seminar III (1 hour)</td>
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<tr>
<td>Total:</td>
<td></td>
<td>36</td>
</tr>
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</table>
2. Approve New Courses for QEP for Fall 2013

List of Courses to Add to QEP

THE WRITING INTENSIVE PROGRAM

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. It includes extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enhanced or Writing in the Discipline courses.

AIS/REL 2130  American Indian Religious Traditions—Writing Enriched
ART 4330    Contemporary Art—Writing Enriched
BIO 3510    Research Strategies—Writing Enriched
ECN 4080    Economic Development—Writing Enriched
JRN 3050    Feature Writing—Writing in the Discipline
MAT 4080    A Historical Development of Mathematics—Writing in the Discipline
MCM 3100    New Media of Mass communication—Writing Enriched
MGT 3130    International Marketing—Writing in the Discipline
NUR 4350    Community Health Nursing—Writing Enriched
PHI/REL 3400 Writing in Philosophy and Religious Studies—Writing in the Discipline
PLS 3110    Constitutional Law of Individual and Equity Rights—Writing Enriched
SED 3310    Introduction to the Exceptional Child—Writing Enriched
SED 3320    Special Education Laws, Policies and Procedures—Writing Enriched
SED 4360    Professional Seminar for Special Education Teacher Candidates—Writing in the Discipline
SOC 3060    Sociological Theory—Writing Enriched
SOC 3130    Community—Writing Enriched
SPN 4150    Contemporary Spanish-American Literature—Writing in the Discipline
SWK 3480    Social Welfare Policies and Programs I—Writing Enriched
SWK 3850    Social Work Practice II—Writing Enriched

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