

Selena E. Van Horn
Liberal Studies
Kremen School of Education and Human Development
Multiple Subject Credential
svanhorn@csufresno.edu

Academic Degrees: *(Include teaching credentials, if any)*

Degree	Institution	Area of Emphasis
Doctorate of Philosophy in Learning, Teaching, & Curriculum	University of Missouri	Literacy Education & Qualitative Research
Master of Arts in Education	University of Missouri	Learning, Teaching, and Curriculum (Reading Concentration)
Bachelor of Arts in Spanish Education	University of Missouri-Kansas City	Spanish, K-12 and Elementary Multi-Subject, 1-6

Professional Experience:

Dates	Position/Institution
2016-Present	Assistant Professor/California State University, Fresno
2015-2016	Graduate Research Assistant, University of Missouri
2014-2016	Graduate Research Assistant, University of Missouri
2012-2016	Teaching Instructor, University of Missouri
2009-2012	2nd/5th Grades Teacher/Gordon Parks Elementary School, Kansas City, Missouri

Faculty and Administrative Load: *(Should total 12 units each semester)*

<u>Fall 2018</u>		<u>Spring 2019</u>	
LE 158: Literacy Foundations, TK-8	3	LEE 166: Disciplinary Literacies	3
LS 110WS: Writing in the K-8 Classroom	3	LS 110WS: Writing in the K-8 Classroom	3
LS 110WS: Writing in the K-8 Classroom	3	LEE 180T: Literacy, Languages, Literature	3
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Community Service

Dates	Organization	Activity/Accomplishments
2017-Present	Partnership in Education, Washington Unified School District-California State University, Fresno	Design and implement service- learning projects
2019-Present	Visalia Unified School District	School-University Partnerships
2017	Kingsburg High School	Present to Introduction to Teaching High School Students interested in becoming a teacher

University/School Service

Dates	Committee	Activity/Accomplishments
2020-Present	University Undergraduate Curriculum Committee	Review Undergraduate Syllabi, Curriculum, & Programs
2016-Present	Liberal Studies Review Committee,	Review SOAPs, curriculum, etc.
2017-Present	Bulldog Testing Center Advisory Council, California State University, Fresno	Review policies, support testing guidelines
2017-2019	Faculty Assembly Executive Committee	President (2018-2019), Vice-President (2017-2018)
2017-2020	KSOEHD Research Committee	Plan research symposia

Professional Association Memberships

Dates	Association/Organization	Role
2012-Present	Literacy Research Association	Member/Reviewer
2012-Present	American Educational Research Association (AERA)	Member/Reviewer
2012-Present	AERA, Queer Studies SIG	Member/Reviewer
2012-Present	National Council of Teachers of English	Member/Reviewer
2012-Present	Children&TM's Literature Assembly	Member/Reviewer/DEI Committee Member

Publications (Selected)

Zapata, A., Van Horn, S. E., Moss, & D. Fugit, M. (2019). *Improvisational teaching as being with: Cultivating a relational presence towards justice-oriented literacies. Journal of Adolescent and Adult Literacy, 63(2), 179-187. DOI: 10.1002/jaal.968.*

- Hawkman, A. M., & Van Horn, S. E. (2019). *What does it mean to be patriotic? Policing patriotism in sports and social studies education. The Social Studies, 110 (3), 105-121. DOI: 10.1080/00377996.2018.1553841.*
- Van Horn, S. E. & Hawkman, A. M. (2018). *First comes love, then comes marriage (equality): Welcoming diverse families in the elementary classroom. Social Studies and the Young Learner, 31(2), 24-32.*
- Van Horn, S. E. (2018). *Sharing LGBTQ+ Literature with Young Readers: Critical Engagement for Equity. In C. Leland, M. Lewison, & J. C. Harste (Eds.), Teaching Children's Literature: It's Critical (2nd Ed.).*
- Zapata, A., & Van Horn, S. E. (2017). *"Because I'm smooth": Material intra-actions and text productions of young, Latino picturebook makers. Research in the Teaching of English, 51(3), 290-315.*
- Van Horn, S. E. (2015). *"How do you have two moms?" Challenging heteronormativity while sharing LGBTQ inclusive children's literature. Talking Points, 27(1), 2-12.*
- Van Horn, S., & Darolia, L. (2014). *Social justice-themed book clubs: Possibilities and wonderings. In C. Felderman, B. Kissel, & K. Nash (Eds.), Perspectives and Provocations in Early Childhood Education (Vol. 3). Charlotte, NC: Information Age Publishing.*

Papers and Presentations (Selected)

- Van Horn, S. E., & Hawkman, A. M. (2019). *What does an American look like?: Challenging views of patriotism with critical race media literacy. Seattle, WA. 12th Annual Northwest Conference on Teaching for Social Justice.*
- Pryor, J. & Van Horn, S. E. (2019). *Supporting LGBTQ+ Students: Educators Advancing Equity and Social Justice. Fresno, CA. Fresno State 35th Conference on Character and Civic Education.*
- Van Horn, S. E., & Harbour, A. G. (2018). *Building out team: LGBTQ+ teacher reading groups to support social justice in the classroom. Houston, TX. National Council for Teachers of English.*
- Van Horn, S. E., & Zapata, A. (2018). *Social justice multimodal literature response: Reading, writing, & creating for a better world. Houston, TX. National Council for Teachers of English.*
- Van Horn, S. E., & Hawkman, A. M. (2018). *What does an American look like?: Challenging views of patriotism with critical race media literacy. Kansas City, MO. Critical Questions in Education Symposium. Academy for Educational Studies.*
- Miller, L., Nelson, F. P., & Van Horn, S. E. (2018). *A social justice orientation to reflective practice in teacher education: Asking a different set of questions. New York, NY. American Education Research Association.*
- Van Horn, S. E. (2018). *LGBTQ+ children's literature: Humanizing approaches to sharing diverse literature in early childhood classrooms. San Diego, CA. International Literacy Association (ILA) West Conference.*
- Van Horn, S. E., & Harbour, A. G. (2018). *Engaging teacher/student book clubs: Journeys through social justice topics. Fresno, CA. Fresno State 34th Conference on Character and Civic Education.*
- Van Horn, S. E., Fugit, M., Moss, D., & Zapata, A. (2017). *Supporting Critical Reading of Diverse Picturebooks with Visual Thinking Strategies. St. Louis, MO. National Council for Teachers of English.*
- Van Horn, S. E. (2017). *Literacies for Social Justice: Reading, Writing, and Photography. San Joaquin Valley Writing Project. Reunion Day. California State University, Fresno.*

- Van Horn, S. E. (2017). *Literacies for Social Justice: Reading, Writing, and Photography*. San Joaquin Valley Writing Project. Workshop Day. California State University, Fresno.
- Van Horn, S. E. (2017, March). *LGBTQA+ literature explorations: Developing classroom libraries and critical curriculum for social justice*. Fresno, CA. Fresno State Annual Cesar Chavez Education Conference.
- Van Horn, S. E. (2017, March). *Envisioning equity & social justice through children's literature*. Fresno, CA. Fresno State 33rd Conference on Character and Civic Education.
- Nelson, F. P., Miller, L. R., & Van Horn, S. E. (2017, March). *Reflective practice for social justice: Moving beyond "How did I do?"*. Fresno, CA. Fresno State 33rd Conference on Character and Civic Education.
- Van Horn, S. E. (2016, December). *Who makes the decisions? Including LGBTQ literature in elementary and middle school classrooms*. Nashville, TN. Literacy Research Association.
- Van Horn, S. E. (2016, November). *LGBTQ-inclusive literacy across the year: Building community, finding space, and developing critical curriculum*. Atlanta, GA. National Council for Teachers of English.
- Zapata, A., & Van Horn, S. E. (2016, March). *Multilingual, Multimodal, and Material Literacies Among Diverse Mid-Missouri Youth in a Post Ferguson Era*. Columbia, MO. Mizzou Ed Research for Socially Just Education Symposium.
- Van Horn, S.E. (2015, December). *"She thought she's a girl but she's a boy": Young girls shifting positions through interaction with transgender characters in LGBTQ picturebooks*. Carlsbad, CA. Literacy Research Association. Discussant: S.J. Miller.
- Van Horn, S.E. (2015, December). *Challenging heteronormativity while sharing LGBTQ-inclusive children's literature*. Symposium: *"Growing critical reading of literature in the classroom: Exploring teachers' and students' responses to diverse children's picturebooks"*. Carlsbad, CA. Literacy Research Association.
- Van Horn, S.E., & Darolia, L.H. (2015, November). *The images of our lives: Viewing social justice through the lens of young photographers*. Minneapolis, MN. National Council for Teachers of English.

Grants and Research

Dates	Activity/Agency	Amounts
2016	Integrated Teacher Preparation Program, California Commission on Teacher Credentialing	\$253,850

Collaborative Works/Projects (with public schools, community agencies, etc.)

Liberal Studies Faculty Learning Community/Collaboration: I have collaborated with colleagues across departments to develop and implement integrated assignments and activities for Liberal Studies students. One example is the integrated field experiences assignment that became the Service-Learning component of my LS 110WS: Writing in the K-8 Classroom course. As a team we identified the areas in

our courses that would most benefit from field experiences. Continuing to collaborate for student success, I met with our cohort team (consisting of Social Sciences 110 and Communication) throughout the academic year to check-in about our students, identify areas to support them more, and plan future, integrated lessons. To ensure that my team's collaborative relationship could expand and influence other cohort teaching teams, I co-facilitated the 2017 Liberal Studies Summer Academy, where I shared my own experiences and supported faculty across the campus in developing similar assignments.

Collegial Works/Projects (i.e., grants, articles, conference presentations, etc.)

Kremen Preview Day

Part of working as a collaborative colleague in departments includes serving our students beyond our classroom teaching and formal committees. It is for this reason, that I volunteered to speak to incoming Liberal Studies Students at Preview Day. I shared the benefits and process to becoming a Liberal Studies student and highlighted the many strengths of our cohort model.

Character Award: Conference on Character and Civic Education

The Conference on Character and Civic Education includes a Character Award that is given to local schools. They must apply and undergo an interview/site visit process in order to be chosen. I attended the school site and evaluated the school's eligibility for the award with Drs. Jane Moosoolian and Libbi Miller. This experience allowed me to learn more about the ways some of our local schools involved families and communities in their decision-making process.

Equity and Social Justice Reading Group

*In March 2017, I facilitated a discussion on Feminist Pedagogies and the book *The Slow Professor*, for the Equity and Social Justice Reading Group. This group met every other month to read and discuss books on various social justice topics. Based on my discussion facilitation and interest in pursuing more social justice work, I co-founded the Equity and Social Justice Taskforce with Dr. Libbi Miller. Dr. Miller is no longer at Fresno State; however, prior to her move, we merged the Equity and Social Justice Reading Group with the Equity and Social Justice Taskforce so that we could bring our efforts together. I continue to lead this group, not as a school-level committee, but as a space to think and work together for social justice, both at the university and in our community.*

Make a Difference"TEACH! Conference

As a member of the Liberal Studies Department, I believe it is important to support as many programs that benefit our students as possible. The Make a Difference"TEACH! Conference is not directly for our current students, but it is for our potential/future students. This conference is for high school students interested in becoming teachers. I supported the team on the day of the conference with hosting duties.

Undergraduate Writing Conference

My work with faculty across the campus on the Undergraduate Writing Conference was a collegial and collaborative efforts to support the writing of all of our students. Planning and my LEE 180W: Literacy for Equity & Justice course, created documentaries to be shown at the conference. Promoting an equity and social justice focus to the work undergraduate students produce.

Professional Development

Writing Across the Curriculum FLC: By participating in the WAC FLC, I attended professional development sessions each month, collaborated with faculty across campus to evaluate the ways we

assess writing and provide feedback across the disciplines. Additionally, I participated in several work sessions over the 2016-2017 winter break, designing a new writing intensive (W) course for Liberal Studies majors focused on social justice.

DISCOVERe FLC: In Spring 2017, I participated in the DISCOVERe FLC, attending professional development sessions every month to initiate changes in our pedagogy through technology.

DISCOVERe Summer Academy: Following the Spring 2017 DISCOVERe FLC, I attended the week-long Summer Academy to gain in-depth knowledge, growth, and collaboration across disciplines. In the Summer Academy, I designed specific changes that I am currently implementing in my classes, to enhance my instruction with technology.

AL\$ Adoptions: Through the DISCOVERe FLC and meeting with Matt Doyle, the Kremen librarian, I have found ways to adopt affordable learning solutions so that my students are able to benefit from a wealth of resources and no cost to them.

Universal Design for Learning (UDL): I attended the two-session UDL workshops and collaborated with my colleagues across departments in Kremen to identify assignments and activities that can be reviewed for their universal access. After these sessions, I redesigned several assignments for Universal Design and found positive results with student outcomes.

Service-Learning Course Redesign Bootcamp: Demonstrates my work redesigning my LS 110W: Writing in the K-8 Classroom course. This course is the first Service-Learning designated course of the Liberal Studies Department. It meets the needs of our students as they prepare to become teachers and serves the schools and students we hope for our students to teach.

Undocu-Ally: I plan to become fully trained as an Undocu-Ally. I completed part I of the Undocumented Student Ally Training in April 2019 and will complete the remaining training this academic year.

Support for Immigrant and Refugee Students: Trainer of Trainers: This training included important topics like knowing your rights when confronted with law enforcement—specifically considering ICE agents, supporting students who have experienced trauma, and how to incorporate such topics into K-12 classrooms.

Safe Zone Training: For allyship to the LBTQ+ community, to be included on a list of safe Fresno State faculty for LGBTQ+ students, and to display visual representations that my office is a safe zone.

CITI Training Certification: Regular training to refresh myself on the Protection of Human Subjects in research.

Quality Learning and Teaching (QLT) Training: Extended professional learning on designing, implementing, and supporting students in online and hybrid courses.

Fresno State e-Service-Learning Webinar Series: Promoting Service-Learning in online and virtual environments, COVID-19 restrictions, navigating the CBO relationship and safety, and compliance with the university.

CSU System-Wide Service-Learning Webinars: Guest speakers discussing ways to transition service-learning courses and projects online/virtual.

Virtual Summer Institute: Strong foundation in the application of best practices in online teaching. The Learner Profile Survey you created will ensure that you capture important student information that will help you develop an inclusive and equity minded course. Throughout the course you had the opportunity

to explore and analyze technology tools that can be leveraged in both asynchronous and synchronous learning environments.

Gender & Identities 101: Training similar to Safe Zone training but focused on Gender Identities, pronouns, and created safe spaces for our students and community members.

ACUE Course in Effective Online Teaching Practices: This one-year professional learning opportunity will result in a Certificate in Effective Online College Instruction at the end of the 2020-2021 academic year. The professional learning commitment is approximately three hours per week, every week. This is the longest and most invested professional development commitment as the course is structured similar to a graduate-level course.

Honors (Optional)