OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT
Summary of State Board of Education Items
September 17, 2015

OFFICE OF EDUCATOR LICENSURE

N. Approval of educator preparation programs as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development September 3, 2015 [Goal 4 – MDE Strategic Plan]

A. Approval of request from Alcorn State University to implement a new degree program for Athletic Administration and Coaching that will lead to educator certification in athletic administration upon completion of degree and certification requirements to begin Summer term 2015.

B. Approval of request from Mississippi University for Women to implement a new degree program for Child Development leading to a supplemental endorsement for Pre K-K upon completion of degree and certification requirements to begin Spring 2015.

Recommendation: Approval

Backup Material: Attached

Form N
Rev 02-14

Commission Approval Date_____

State Board Approval Date_____

EDUCATION PROGRAM APPROVAL FORM (N)
INSTITUTING A NEW PROGRAM

Institution: **Alcorn State University**	Date Submitted to TAP: **March, 2015**
Institutional Contact: **Dr. Robert Z. Carr** Contact's Phone: **601.919.6778** Contact's Email: **rcarr@alcorn.edu**	Proposal to Implement a NEW: __Teacher Education Program __Ed Leadership Program _X_Other Advanced Program
Proposed Date of Implementation: **Summer 2015**	If the approval of this new program will require an addition/change to the current State Licensure Guidelines, please explain:

To request approval to implement a new program you must submit where applicable:

- an outline of the proposed program with clear indication of any proposed changes
- proposed course syllabi and course descriptions
- a list of faculty who will provide instruction for the proposed courses/program of study, evidence of qualifications (SACS/NCATE table), and provide the last two semester course loads
- a list and copies of program outline for similar (or same) programs/courses of study at two or more IHLs (instate or out-of-state), or provide URLs if posted online
- documentation of institution administrative approval and MS IHL approval (if MS public institution)
- current professional association (SPA) program recognition or state equivalent
- any other documentation that further supports the rationale for the proposal

NOTE: Use the spaces below for a brief description; however, please attach a more detailed proposal, and/or a copy of the proposal submitted for MS IHL approval.

Briefly state your request:

The department of Health, Physical Education, & Recreation at Alcorn State University (ASU) is seeking licensure for its Athletic Administration and Coaching graduate program.

Briefly state your justification of need/rationale for the proposed program:

One of the department's brief justifications of need/rationale for this proposed program stems from the prevailing evidence that Mississippi, as corroborated in the recent reports (2013) of the U. S. Bureau of Labor Statistics (BLS), was ranked last in employing scholastic and collegiate coaches and athletic administrators and also revealed that Southwest MS – the region in which ASU is located and is primarily serving - had the lowest employment rate of athletic administrators and coaches as compared to those of the remaining regions that compose the state of MS (www.bls.gov).

EDUCATION PROGRAM APPROVAL FORM (N)
INSTITUTING A NEW PROGRAM

(Attachments)

- **An outline of the proposed program with clear indication of any proposed changes:**

A PROPOSED PROGRAM OF STUDIES for the Master of Secondary Education with Endorsement in ATHLETIC ADMINISTRATION AND COACHING
(No Proposed Changes)

REQUIRED CORE – (12 credit hours)

Course No.	Title	Credit Hours	Date to be Taken	Date Completed	Grade
ED 512	Foundations of American Research	3			
PH 513	Advanced Educational Psychology	3			
ED 514	Methods of Educational Research	3			
ED 533	Curriculum (Methods) Development	3			

REQUIRED COURSES – (15 credit hours)

Course No.	Title	Credit Hours	Date to be Taken	Date Completed	Grade
PE 510	Care and Prevention of Athletic Injuries	3			
PE 511	Psychology of Sport	3			
PE 516	Management in Physical Education & Athletics	3			
PE 521	Scientific Principles of Sports	3			
PE 545	Trends, Issues, and Challenges in Athletics	3			

ELECTIVES – (6 credit hours)

Course No.	Title	Credit Hours	Date to be Taken	Date Completed	Grade
PE 527	Measurement and Evaluation of Physical Education	3			
PE 540	Independent Research	3			
PE 541	Sociology of Sports	3			
PE 543	Philosophy of Sports	3			

➢ **Proposed Course Descriptions:**

PE 510: Care and Prevention of Athletic Injuries **3hrs**

This course examines the general principles of the care and prevention of athletic injuries, injuries to the musculoskeletal tissues, the mechanism and etiology of injuries, the protective equipment of the care and prevention of athletic injuries, and the principles of treatment. Further investigation is on the care, prevention, rehabilitation, and injuries at the joints that comprise the human body, and special emphasis of study is on children and adolescent, environmental problems, specialized activities, general risk factors, and training and exercising.

PE 511: Psychology of Sport **3hrs**

The course provides principles and scientific methods from psychology to study human behavior in sport. It helps coaches to develop and apply effective skills and strategies that will enhance their athletes' performance and to improve their athletes' mental game. Achievement motivation, regulation of anxiety, self-confidence, rehabilitation, adherence, cohesion, and leadership are among many of the topics subjected to study.

PE 516: Management or Supervision in Physical Education and Sport **3hrs**

The course examines the philosophies, goals, objectives, and purposes of physical education and sport; it critiques the philosophic foundation of physical education and professional organizations; it discusses the different concepts of physical fitness, styles of leadership, approaches of facility management, and supervising functions of personnel; and it focuses on the different features of program development, the budgetary process, and on the variety of techniques underlying measurement and evaluation of an organization.

PE 521: Scientific Principles of Coaching **3hrs**

The course focuses on the coach responsibility and relations, the coach and the student, the coach and the community, the coach and the news media, the coach and organized athletics, and the coach and the inter-scholastic and inter-collegiate athletic programs. Athletic equipment, the coach and the sports facilities, liability for injuries in athletics, safety in sports, athletic facilities-layout and maintenance, athletics for girls, and trends in high school athletics are major emphases of discussion in the course.

PE 527: Measurement and Evaluation of Physical Education
3hrs

The course introduces measurement and evaluation, links program development with measurement and evaluation, discusses basic statistics and criteria for test selection, and reveals alternative assessments, and how to measure health-related physical fitness and physical activity. Also, the course discusses how to measure psychomotor skills, cognitive knowledge, and affective behavior; and how to use self-evaluation to improve

instruction; and how to use measurement and evaluation in activity-based settings, in nonschool settings, and in athletic settings.

PE 540: Independent Research **3hrs**

The course permits the student to explore, investigate, and research any area of his or her interest in health, physical education, or athletic administration and coaching. It provides the knowledge base for the student to have a fundamental foundation in designing and conducting research in education or in his or her area of interest. Particular emphases of the course are on research methods and designs and data analysis and results interpretation.

PE 541: Sociology of Sport **3hrs**

The course examines the role of sport in society, the impact of sport on participants in sport, and the relationship between sport and other societal institutions. It investigates the influence of gender, race, and socioeconomic status on participation in sports and physical activity and explores drug abuse by athletes, aggression and violence, the effect of the media on sport, and player-coach relationships.

PE 543: Philosophy of Sport **3hrs**

The course examines sport from many different perspectives, such as the nature of reality, the structure of knowledge in sport, ethical and moral questions, and the aesthetics of movement. It critically examines the meaning of sport for all participants involved and enjoins students to question the beliefs and assumptions about sport.

PE 545: Issues, Trends, and Challenges in Athletics/Sport **3hrs**

The course focuses on salient issues, challenges and trends confronting athletics/sport. It explores issues and challenges such as gambling, drug abuse, fan and player violence, scandals, parental conduct, and an overemphasis on winning within sport that exists from professional athletics to youth sports. Examining technological, societal, medical, training, current, and future trends in athletics/sport is also the focus of this course.

➢ **Proposed course syllabi:**

Alcorn State University

School of Education and Psychology

PE 510 – Care & Prevention of Athletic Injuries

COURSE NUMBER: PE 510
COURSE NAME: Care & Prevention of Athletic Injuries
INSTRUCTOR: Dr. Johnny Thomas
OFFICE HOURS: 10:00 a. m- 4:00 p.m.
OFFICE TELEPHONE: 601-877-6506
LOCATION: Davey L. Whitney HPER Complex
E-MAIL: jthomas@alcorn.edu

I. **COURSE DESCRIPTION**: The course provides general principles of athletic injuries and of their prevention and treatment. It examines injuries to the musculoskeletal tissues and at the different joints of the body. Significant emphasis of the course is on the mechanism and etiology of injuries, protective equipment, training, exercising, and rehabilitation.

II. **COURSE COMPETENCIES**:

Upon completion of this course, students will:

1. Know the general principles of athletic injuries, their prevention and treatment. (NBPTS 2)
2. Know the different injuries associated with each joint of the body
3. Learn how to prevent, recognize, treat, rehabilitate mild, moderate, and sever injuries (NBPTS 3)
4. Understand the different equipment for preventing, treating, and rehabilitating injuries (NBPTS 4); and
5. Know the environmental problems and general risk factors of, and training and exercises for sport injuries (NBPTS 1).

III. **TEXTBOOK REQUIRED**: Peterson, Lars, Renstrom, Per, Sports Injuries—Their prevention and Treatment, 3rd Edition 2012, Human Kinetics--ISBN: 0-7360-3621-0

IV. **DISABILITY STATEMENT**: If a student has a disability that qualifies under the American with disabilities Act and requires accommodations, he or she should contact the office of the Vice President for Student Affairs (601) 877-6142 or 1-800-772-4057 for the Office of Disabilities Accommodations.

V. **ATTENDANCE POLICY**: See the university's policy on class attendance regulations in the university's general catalog.

VI. **CONCEPTUAL FRAMEWORK**: The conceptual framework of the professional education unit at Alcorn State University (ASU) is articulated partly through departmental objectives and course syllabi. It is coherent and consistent with the mission of the ASU as it is designed to foster the development of the scholar, facilitator, manager, and proactive teacher, based on active learning, inquiry, and reflection.

VII. **DIVERSITY STATEMENT**: Alcorn State University (ASU) is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

VIII. **INSTRUCTOR METHODOLOGY**:

1. Online individual and group discussions
2. Group interaction
3. Student participation/class discussions
4. Group participation/class discussion
5. Open book exam/discussion
6. Technology presentation
7. Student technology
8. Group technology

IX. **TECHNOLOGY UTILIZED BY TEACHERS & STUDENTS**

1. Technology of the department (smart board, projectors, video recorder, and DVD player)
2. Technology of the library (access to technology in the media room)
3. Personal technology of the instructor and students (lap top computer, projector, I-pad and phone)

X. **GRADING SCALE**:

90 – 100 A
80 - 89 B
70 - 79 C
69 - 69 D
59 – below F

XI. COURSE CONTENT:

1. General Principles
2. Injuries to Musculoskeletal Tissues
3. Mechanism and Etiology of Injuries
4. Protective Equipment
5. Principles of Treatment
6. Shoulder and Upper Arm
7. Elbow
8. Forearm, Wrist and Hand
9. Back
10. Groin and Thigh
11. Knee
12. Lower Leg
13. Ankle
14. Foot
15. Head and Trunk
16. Children and Adolescents
17. Environmental Problems
18. Specialized Activities
19. General Risk Factors
20. Training and Exercising
21. Rehabilitation

XII. ASSIGNMENTS/ACTIVITIES

1. Turn in annotated bibliographies on care and prevention of athletic injuries
2. Statistical Report of Athletic Injuries
3. Intern with both a High School and Collegiate Athletic Trainer
4. Book Examinations

XIII. REFERENCES

Booher, James, (2011). *Prevention and Care of Athletic Injuries*. Publisher: Eddie Bowers Publishing Co; 3 edition.

Comfort, Paul, & Abrahamson, Earle, (2010). *Sports Rehabilitation and Injury Prevention*. Publisher: John Wiley & Sons

Prentice, William, Arnheim, Daniel, (2012). *Essentials of Athletic Injury Management*. Edition: 8. ISBN - 0078022614 | ISBN-13: 9780078022616.

Walker, Brad, (2013). *The Anatomy of Stretching*. Publisher: North Atlantic Books.

Alcorn State University
School of Education and Psychology

PE 511 – Sport Psychology

COURSE NUMBER: PE 511
COURSE NAME: Psychology of Sport
INSTRUCTOR: Dr. Dewayne Middleton
OFFICE HOURS: 10:00 a. m- 4:00 p.m.
OFFICE TELEPHONE: 601-877-6506
LOCATION: Davey L. Whitney HPER Complex
E-MAIL: dewayne.middleton@colin.com

XIV. COURSE DESCRIPTION: The course provides principles and scientific methods from psychology to study human behavior in sport. It helps coaches to develop and apply effective skills and strategies that will enhance their athletes' performance and to improve their athletes' mental game. Achievement motivation, regulation of anxiety, self-confidence, rehabilitation, adherence, cohesion, and leadership are among the topics studies.

XV. COURSE COMPETENCIES:
Upon completion of this course, students will:

1. Know the meaning of sport psychology and knowledge base associated with sport (NBPTS 2)
2. Know the history of sport and sport psychology and identify the professional issues in sport psychology
3. Learn the behavioral principles and applications that underlies sport psychology (NBPTS 3)
4. Understand the social psychological dimensions and identify the personality, assessment, and special athletic populations relevant to sport psychology (NBPTS 4).
5. Know coaching and exercise with respect to sport psychology (NBPTS 1).

XVI. TEXTBOOK REQUIRED: LeUnes, Arnold, *Sport Psychology*, Fourth Edition 2011, Psychology Press--- ISBN: 979-0-8058-6266-9 (hbk)

XVII. DISABILITY STATEMENT: If a student has a disability that qualifies under the American with disabilities Act and requires accommodations, he or she should contact the office of the Vice President for Student Affairs (601) 877-6142 or 1-800-772-4057 for the Office of Disabilities Accommodations.

XVIII. ATTENDANCE POLICY: See the university's policy on class attendance regulations in the university's general catalog.

XIX. CONCEPTUAL FRAMEWORK: The conceptual framework of the professional education unit at Alcorn State University (ASU) is articulated partly through departmental objectives and course syllabi. It is coherent and consistent with the mission of the ASU as it is designed to foster the development of the scholar, facilitator, manager, and proactive teacher, based on active learning, inquiry, and reflection.

XX. DIVERSITY STATEMENT: Alcorn State University (ASU) is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

XXI. INSTRUCTOR METHODOLOGY:

1. Lecture
2. Group interaction
3. Student participation class discussions
4. Group participation class discussion
5. Open book exam discussion
6. Technology presentation
7. Student technology
8. Group technology
9. Online Discussion

XXII. TECHNOLOGY UTILIZED BY TEACHERS & STUDENTS

1. Technology of the department (smart board, projectors, video recorder, and DVD player)
2. Technology of the library (access to technology in the media room)
3. Personal technology of the instructor and students (lap top computer, projector, I-pad and phone)

XXIII. GRADING SCALE:

90 – 100 A
80 - 89 B
70 - 79 C
69 - 69 D
59 – below F

XXIV. COURSE CONTENT:

1. Introducing Sport Psychology and Sport History
2. Behavioral Principles and Applications
3. Social Psychological Dimensions
4. Personality, Assessment, and Special Athletic Populations
5. Coaching and Exercise

XXV. ASSIGNMENTS/ACTIVITIES with RUBRIC FOR ASSESSMENT

1. Turn in annotated bibliographies from psychology of sport journals.
2. Write a comparative, positional and examinational paper on selected concept related to sport psychology.
3. Student critiques a chapter for class presentations.
4. Student interviews a coach and student athlete on salient psychological phenomena in sport.
5. Student visits a scholastic and collegiate athletic program and devise a performance tract for a group of athletes on a sport team of his or her choice.
6. Student participatory assignments in class.
7. Group participatory assignments in class.
8. Exam questions assignments in class.
9. Take home exam questions assignment.

XXVI. REFERENCES

Anshel, Mark, (2011). *Sport Psychology: From Theory to Practice*, Edition 5. Pearson Higher Ed.

Luiselli, James K., & Reed, Derek D., (2011). *Behavioral Sport Psychology: Evidence-Based Approaches to Performance Enhancement*. Publisher: Springer Science & Business Media.

Smith, Ronald E., & Smoll, Frank L., (2012). *Sport Psychology for Youth Coaches: Developing Champions in sports and Life*. Publisher: Bowman & Littlefield Publishers.

Tod, David, (2014). *Sport Psychology: The Basics*. Publisher: Routledge.

Alcorn State University
School of Education and Psychology

PE 516 – Management in Physical Education and Sport

COURSE NUMBER: PE 516
COURSE NAME: Management in Physical Education and Sport
INSTRUCTOR: Dr. Johnny Thomas
OFFICE HOURS: 10:00 a. m- 4:00 p.m.
OFFICE TELEPHONE: 601-877-6506
LOCATION: Davey L. Whitney HPER Complex
E-MAIL: jthomas@alcorn.edu

I. INTRODUCTION

The purpose of this course is to acquaint the students with principles, theories, and techniques in supervision with application toward improvement of physical education in elementary and secondary schools.

In preparing this course outline, I have integrated the (APET) model to provide the frame-work for the course. The strands (MCEGC) will provide students with an opportunity to demonstrate the competencies identified in Alcorn's Proficient and Effective Teacher Assessment Instrument (APETAI).

The integrating of the five conceptual strands in the course outline will be used as a model for the course. The strands will also provide students with opportunities to demonstrate:

1. Mentoring and Modeling
2. Creating, Inventing and Improving
3. Examining New Ideas and Settings
4. General Inquiry
5. Collaborating and Reflecting

II. OBJECTIVES

A. To examine the supervisory role of the principalship, superintendency and director with regard to supervision of (1) staff and personnel, (2) faculty, (3) student teachers, (4) budget and finance, (5) facilities and equipment, and (6) curriculum.
B. To develop an understanding of the basic principles underlying the application of philosophical ideals and concepts to the development of the physical education curriculum.

C. To develop the ability to design physical education programs at the elementary and secondary levels by proper application of physical education principles, theories, objectives and techniques.

REQUIRED TEXTBOOK:

Horine, Larry & Stotlar, David (2013). *Administration of Physical Education and Sport Programs.* Fifth Edition. Publisher: Waveland Press.

III. LIMITATIONS

While the body of material in supervision and foundations is not infinite, it is staggeringly large. No attempt is made here to cover all possibilities. It is hoped each student, through exposure to the more basic and widely used techniques, principles, philosophies, objectives, procedures and devices will acquire the competencies to successfully implement, administer, coordinate and direct an ongoing physical education program; or perhaps, as importantly, recognize their incompetency to do the same.

IV. COURSE REQUIREMENTS

I. The **first** reflective paper is a position paper **in support of or against the coach teaching at the University level.**

II. The **Second** reflective paper is again a position paper **in support** of or **against** the offering of scholastic or intercollegiate athletics.

III. The **Third** reflective paper is a comparative paper showing the similarities and/or dissimilarities of two different concepts, models, theories, processes, or programs associated with either one of the following: **The management process, the management of physical education and sport programs, the management of physical education and sport programs in the public or private sector, or the management functions.**

IV. The **Fourth** reflective paper is an examination paper that must investigate the nature, development, causes, functions, processes, policies, procedures, liabilities, theories, models, styles, or approaches of **the management process, the management of physical education and sport programs, the management of physical education and sport programs in the public or private sector, or the management functions.**

V. Prepare a fifteen (15) minute oral presentation on the Challenges Facing Physical Education and Sport

VI. Design a complete physical education or athletic facility for a school (elementary, secondary or post secondary) with an enrollment of 1800 students and a physical education staff of nine, including the director.

VII. Develop a salary scale that may attract physical education or athletic personnel to your public school district. Please take into consideration location, cost of living, training, increments for added duties and experience.

VIII. Conduct a taped (audio) interview with a school principal, a superintendent, an athletic director, a coach, and a physical educator to ascertain his or her perception on physical education or athletics and leadership.

IX. Develop a junior high athletic program by following the vision, mission, and goals of the school district.

X. From selected readings and discussions, formulate a list of eight (8) traits you believe a leader of a team or organization should possess and rank them in an order of importance.

XI. Develop a profile of an ideal physical educator or Coach. Include a clear detailed delineation of the following: academic preparation, image, dedication, judgment, physical ability and administrative and instructional capabilities. You may view the physical educator or coach as either one or all of the following: the facilitator, the teacher, the coach, or the administrator.

V. GRADING SCALE

Final grades will be assigned according to the following scale:

Points	Grade
100-90	A
89-80	B
79-70	C
69-60	D
59 and below	F

VI. CLASS ATTENDANCE

Although the university has certain regulations governing class attendance, students are required to attend this class. The roll, however, will be checked at each class meeting. Students are held responsible for all material covered in class, examinations, projects, readings and assignments.

VII. OUTLINE OF TOPICS FOR DISCUSSION

A. Review of Basic Terminology

1. Principles
2. Objectives
3. Measurement
8. Aims
9. Standards
10. Instruction

4. Evaluation
5. Supervision
6. Philosophy
7. Curriculum
11. Administration
12. Facilities
13. Equipment

B. Purpose and Objectives of Physical Education
   1. Nash's Objectives
   2. Bucher's Objectives
   3. Williams' Objectives
   4. Brownell and Hagman's Objectives

C. Aims of Physical Education and Sport

D. Philosophy of Physical Education
   1. Definition
   2. Major Components

E. Objectives of Supervision

F. Philosophic Foundations
   1. Idealism
   2. Realism
   3. Pragmatism
   4. Rationalism
   5. Naturalism
   6. Existentialism
   7. Empiricism
   8. Mysticism

G. Professional Organizations
   1. NEA
   2. AAHPERD
   3. NRA
   4. CPEA
   5. AAU
   6. NAIA
   7. SWAC
   8. NCAA
   9. PDP
   10. PER
   11. PDK
   12. NRPA
   13. MAHPERD

H. Leaders in the Field
   List and identify the works and accomplishments of twenty (20) leaders in the field of Health and Physical Education.

I. Physical Fitness
   1. Components
   2. Tests
   3. Activities to develop each component

J. Principles of Movement

K. Power of the Supervisor

1. Roll Dimension (Nomothetic)
2. Person Dimension (Idiographic)

L. Supervisory Styles or Philosophical Orientation
1. Managerial Rid
2. McGregor's Theory X and Theory Y
    a. Self-testing (Managerial Philosophies Scale)
3. The People Who are Supervised
    a. Maslow's Theory
    b. Herzberg's Two Factor Theory

M. Physical Education and Athletic Facilities
a. Planning
b. Maintenance
c. Utilization

N. The Personnel Function of Supervision
1. Acquiring, developing and maintaining productive personnel
    a. Recruiting
    b. Selecting
    c. Assigning
    d. Orienting
    e. Compensating
    f. Developing

2. The Personnel Function
    a. Manpower Planning
    b. Compensation
    c. Recruitment
    d. Selection
    e. Induction
    f. Appraisal
    g. Development
    h. Maintenance & Improvement f Personnel
    I Security
    J. Collective Negotiations

O. Planning Supervision in Physical Education and Athletics
1. Basic considerations in planning for supervision
2. The consideration of local needs in supervision
3. Essential features of a well-planned supervision program

P. Functions of the Supervisor of Physical Education and Athletics
1. Classification of Duties
2. Administrative Duties
3. Duties pertaining to facilities, equipment and supplies
4. Teacher Supervision

Q. Techniques and Instrument of Observation
   1. Kinds of Observation
   2. Instruments for observing general routines
   3. Observing the teaching-learning situation

R. Supervision of Student Teaching
S. Evaluation of Supervision

VIII. REFERENCES

Stack, T. (2010). *Understanding sport organizations*. Champaign, IL: Human Kinetics.

Clement, A. (2013). *Law in sport and physical activity*. Tallahassee: Sport and Law Press.

Hoye, Russell, Smith, Aaron C. T., Nicholson, Matthew, & Stewart, Bob (2012). *Sport Management: Principles and Applications*. Edition 3. Publisher: Routledge.

Alcorn State University
School of Education and Psychology

PE 521 – Scientific Principles of Sport

Course Number-	PE 521
Course Name-	Scientific Principles of Sport
Instructor-	Dr. Alfred Arrington
Office Location-	Davey L. Whitney HPER Complex 2nd Floor, Chairperson
Office Extension-	601-877-6503, cell 601-597-9305
Conference Hours-	Monday and Thursday (2:00 p.m.-5:00 p.m.)

Course Description- The course focuses on the coach responsibility and relations, the coach and the student, the coach and the community, the coach and the news media, the coach and organized athletics, and the coach and the inter-scholastic and inter-collegiate athletic programs. Athletic equipment, the coach and the sports facilities, liability for injuries in athletics, safety in sports, athletic facilities-layout and maintenance, athletics for girls, and trends in high school athletics are major emphases of discussion in the course.

In preparing this course outline I have integrated the (APET) model to provide the framework for the course. The strands (MCEGC) will provide students with an opportunity to demonstrate the competencies identified in Alcorn's proficient and effective teacher Assessment Instrument (APETAI).The integrating of the five conceptual strands in the course outline will be used as a model for the course.

The strands will also provide students with opportunities to demonstrate:

1. Mentoring and Modeling
2. Creating, Inventing, and Improving
3. Examining New Ideas and Settings
4. General Inquiry
5. Collaborating and Reflecting

I. Objectives
   1. To develop a better understanding of various laws of physics and how they relate to human movement.
   2. To develop skills and techniques in the analysis of athletic activities.
   3. To understand various psychological considerations and their implications relating to coaching and teaching techniques.
   4. To appreciate physical and psychological differences with regard to ethnic background and athletic abilities.

II Methods and Devices
   1. Lectures
   2. Reports
      a. Written

b. Oral

3. Discussion
   a. Group
   b. Individual
   c. Objective Examination
   d. Demonstrations (Application of various Principles)

III. Class Assignments

1. Turn in four annotated bibliographies on the psychological components of sports; coaching strategies, motivation, and leadership in sport; age, gender, and racial consideration in sport; principles of physics in sport, strength and conditioning in sport; nutrition and diet in sport; or physiological of exercise in sports.

2. Turn in four reflective papers. The first one is a position paper in support of or against the offering of scholastic athletics at middle school level. The second one is a position paper in support of or against paying collegiate athletes to compete in on the intercollegiate level. The third one is an argumentative paper revealing your opinion or view on "Why you think leaders are born or made." And the fourth one is a comparative paper showing the similarities and/or dissimilarities, the advantages and/or disadvantages, or the strengths and/or weaknesses of two different concepts, models, and theories underlying coaching.

3. Devise a practice schedule of a sport of your choice and compare it to three different practice schedules of the same sport at three different high school and collegiate sport programs. And write the rational for your schedule, obtain the rationales for the other coaches' schedules, and compare them to yours and write what you would change, revise,

and/or delete from yours and give your opinion of their schedules and what you would change, revise, and/or delete.

4. Turn in the case study on how you would manage a situation in which one of your star players (Like LeBron James, Tiger Woods, or Tom Brady) told you that he was homophobic. Living in an extremely conservative community, you are receiving almost unbearable, violent opposition from the parents of the other players on the team to the extent that you have to dismiss him from the team because he or she could influence their individual sons' sexual orientation.

5. Turn in the case study on how you would manage a situation in which the majority of the players' parents, the fans, and supporters of the sport program for which you are the head coach are protesting for you to be fired after a winless season, but the administration at the school is supporting you to be the coach another year.

6. Take exams 1 & 2

V. Course Content

1. The Coaching process; an overview
2. Coaching philosophy and coaching behavior
3. Coaching effectiveness
4. Psychological considerations of effective coaching
5. Applied Physiology in sports and coaching
6. Skill learning principles: implications for coaching practice
7. Biomechanics and its application to coaching practice
8. Coaching children
9. Individualization of training programs
10. Overtraining and the coaching process
11. Coaches' decision making
12. Coaching and the management of performance systems

IV. Textbook Requirement

Martens, Rainer (2012). *Successful Coaching*. 4th ed. United States: Human Kinetics: Champaign, IL.

VII. References

American College of Sports Medicine. (2010). *ACSM'S guidelines for exercise testing and prescription*. 8th ed. Philadelphia: Lippincott William & Wilkins

Blazevick, Anthony J., (2013). *Sports Biomechanics: The Basics: Optimising Human Performance*

Dick, Frank W., (2014). *Sports Training Principles: An Introduction to Sports Science. Edition 6. Publisher:* Bloomsbury Publishing.

Robinson, Paul E., (2014). *Foundations of Sports*. Edition 2. Publisher: Routledge.

Classic References

Cross, Neville and Lyle, John (2009). *The Coaching Process: Principles and Practice for Sport*. Butterworth-Heinemann (Publisher)

National Strength and Conditioning Association. (2008). *Essentials of strength training and condition*. 3rd ed. Champaign, IL : Human Kinetics.

Alcorn State University
School of Education and Psychology
PE 545 Issues, Trends, and Challenges in Athletics/Sport

COURSE NUMBER: PE 545
COURSE NAME: Issues, Trends, and Challenges in Athletic & Sport
INSTRUCTOR: Dr. Dewayne Middleton
OFFICE HOURS: 10:00 a. m- 4:00 p.m.
OFFICE TELEPHONE: 601-877-6506
LOCATION: Davey L. Whitney HPER Complex
E-MAIL: dmiddleton@alcorn.edu

I. **COURSE DESCRIPTION**: The course focuses on salient issues, challenges and trends confronting athletics/sport. It explores issues and challenges such as gambling, drug abuse, fan and player violence, scandals, parental conduct, and overemphasis on winning within sport that exists from professional athletics to youth sports. Examining technological, societal, medical, training, current, and future trends in athletics/sport is also the focus of this class.

II. **COURSE COMPETENCIES**:

Upon completion of this course, students will:

1. Know the meta-ethical considerations of sport;
2. Realize competition and fair play: considerations of winning, cheating, and gamesmanship;
3. Learn the limits of being human: doping and genetic enhancement in sport;
4. Understand gender and sexual equality in sport; and
5. Know the select issues in the social ethics of sport: violence, exploitation, race, spectatorship, and disability.

TEXTBOOK REQUIRED: Young, Devin & Atkinson, Michael (2012). *Qualitative Research on Sport and Physical Culture*. Publisher: Emerald Group Publishing.

III. **DISABILITY STATEMENT**: If a student has a disability that qualifies under the American with disabilities Act and requires accommodations, he or she should contact the office of the Vice President for Student Affairs (601) - 877-6142 or 1-800-772-4057 for the Office of Disabilities Accommodations.

IV. **ATTENDANCE POLICY**: See the university's policy on class attendance regulations in the university's general catalog.

V. **CONCEPTUAL FRAMEWORK**: The conceptual framework of the professional education unit at Alcorn State University (ASU) is articulated partly through

departmental objectives and course syllabi. It is coherent and consistent with the mission of the ASU as it is designed to foster the development of the scholar, facilitator, manager, and proactive teacher, based on active learning, inquiry, and reflection.

VI. DIVERSITY STATEMENT: Alcorn State University (ASU) is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

VII. INSTRUCTOR METHODOLOGY:

1. Lecture
2. Group interaction
3. Student participation class discussions
4. Group participation class discussion
5. Open book exam discussion
6. Technology presentation
7. Student technology
8 .Group technology

VIII. TECHNOLOGY UTILIZED BY TEACHERS & STUDENTS

1. Technology of the department (smart board, projectors, video recorder, and DVD player)
2. Technology of the library (access to technology in the media room)
3. Personal technology of the instructor and students (lap top computer, projector, I-pad and phone)

IX. GRADING SCALE:

90 – 100 A
80 - 89 B
70 - 79 C
69 - 69 D
59 – below F

X. COURSE CONTENT:

1. Gambling
2 Drug abuse
3 Fan and player violence
4 Scandals

5 Parental conduct
6 Overemphasis on winning--- professional, Intercollegiate, interscholastic, and youth sport
7 Technology
8 Medicine
9 Training
10 Education
11 Exploitation
12 Commercialization
13 Media

XI. ASSIGNMENTS/ACTIVITIES

1. Turn in annotated bibliographies on issues, trends, and challenges of athletics/sports
2. Write a comparative, positional and examinational paper on selected issues, trends, and challenges of athletics/sports.
3. Student must do three class presentations on an issue, a trend, and a challenge in athletic/sport and discuss and the interviewees' perspectives on the issues, trends, and challenges on athletics/sports
4. Student interviews an athletic administrator, a principal, a superintendent, a coach, and a student athlete on what he or she thinks the salient issues, trends, and challenges are in athletics/sports
5. Student participatory assignments in class
6. Group participatory assignments in class
7. Exam questions assignments in class
8. Take home exam questions assignment

XII. REFERENCES

Anderson, Eric (2010). *Sport, Society and Social Problem: A Critical Introduction*. Publisher Routledge.

Andreff, Wladimir, (2011). *Contemporary Issues in Sports Economics: Participation and Professional Team Sports*. Publisher: Edward Elgar Publishing.

Schinke, Robert J., & McGannon, Kerry R., (2014). *The Psychology of Sub-Culture in Sport and Physical Activity: Critical Perspectives*.

Reed. F., (2010). *Social Media and the future of sports*. Sports Marketing 2.0 www.marketingpilgrim.com/2010/01/social-media-and -the-future-of-sports.html. Accessed July 30, 2010

Classic References

Eitzen, S. 2003. Fair of foul: *Beyond the myths and paradoxes of sport*. 2nd ed. Lanham, MD: Rowman & Littlefield.

Jenkins, C. 2000. Caught in Gambling's Web. *USA Today*, May 24

Josephson, M. 2007. Report reveals propensity of high school athletes to lie and cheat when the stakes are high. Josephson Institute. www.charactercounts.org. Accessed September 1, 2009

Lapchick, R. 2008 – 2009. Racial and gender report card: College Sports. www.tidesport.org/RGRC/2009/2009_College_Sport_RGRC.pdf.

Alcorn State University
School of Education and Psychology

PE 527 – Measurement and Evaluation of Physical Education

Course Number and Title:	PE 527 – Measurement and Evaluation of Physical Education
Semester and Year:	FA 2013
Instructor:	Dr. Dewayne Middleton
Office Hours:	8:00am - 5:00pm
Email:	dmiddleton@colin.edu

Required Text:
Miller, K. David. **Measurement by the Physical Educator,** Sixth Edition 2010, McGraw Hill. ISBN#: 978-0-07-337655-4.

Course Description:
The course introduces measurement and evaluation, links program development with measurement and evaluation, discusses basic statistics and criteria for test selection, and reveals alternative assessments, and how to measure health-related physical fitness and physical activity. Also, the course discusses how to measure psychomotor skills, cognitive knowledge, and affective behavior; and how to use self-evaluation to improve instruction; and how to use measurement and evaluation in activity-based settings, in nonschool settings, and in athletic settings.

Prerequisites: None

Program in Which the Course is Required:
Health & Physical Education Majors

Conceptual Framework:
The conceptual framework of the professional education unit at Alcorn State University (ASU) is articulated partly through departmental objectives and course syllabi. It is coherent and consistent with the mission of ASU as it is designed to foster the development of the scholar, facilitator, manager, and proactive teacher, based on active learning, inquiry, and reflection.

Course Competencies:
1. Understand, explain, and use the professional terminology presented in the text.
2. Use and interpret fundamental statistical techniques.
3. Select appropriate knowledge and psychomotor tests.
4. Construct good psychomotor tests.
5. Construct good objectives and subjective knowledge tests.
6. Objectively assess and grade students who participate in a physical education class.

7. Administer psychomotor sports skills tests, interpret the results, and prescribe activities for the development of psychomotor and sports skills.

8. Administer body structure and composition tests, interpret the results, and prescribe scientifically sound methods for attainment of a healthy percentage of body fat.
9. Administer psychomotor tests to special-needs population, interpret the results, and prescribe activities for the development of psychomotor skills.

Course Content:

Select topics to be covered in the course include:

- Measurement, Evaluation, Assessment, and Statistics
- Describing and Presenting a Distribution of Scores
- Investigating the Relationship between Scores
- Investigating the Difference in Scores
- What Is a Good Test?
- Construction of Knowledge Tests
- Assessing and Grading the Students
- Construction and Administration of Psychomotor Tests
- Agility
- Balance
- Cardiorespiratory Fitness
- Flexibility
- Muscular Strength, Endurance, and Power
- Anthropometry and Body Composition
- Physical Fitness
- Older Adults Special-Needs Populations
- Sports Skills

Instructional Strategies:

- Discussion Board Postings
- Practice Problems
- PowerPoint Presentations
- Chapter Review Questions

Methods of Instruction

1. Discussion Board
2. Chapter Review Questions
3. Exam
4. Power Point Presentations

Method of Student Evaluation:

Evaluation Components		**Number of Points Possible**
Chapter Review Questions --18	(25pts Per Chapter)	450 pts
Biography Discussion Board Posting		25 pts
Quantitative Research Assignment		100 pts

Quantitative Research Article Summary-2 (25 pts Per Chapter)	50 pts	
Qualitative Research Article Summary-2 (25 pts Per Chapter)	50 pts	
		PE 527
Mid-Term Exam	100 pts	
Final Examination	100 pts	
Total:	875 pts	

Evaluation Grading Scale:
90-100=A
80-89=B
70-79=C
60-69=D
59 and below=F

***Grade of "C" or above is required to pass the course. The course must be repeated if final grade is below a C.**

Course Assignments and Rubrics

Method of Course Evaluation:
Alcorn State University Student Instructional Rating System (SIRS)

Special Needs Learners:
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Vice President for Student Affairs at (601) 877-6380 or 1-800-772-4057 for the Office of Disabilities Accommodations as early as possible in the term.

Diversity Statement:
Alcorn State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

Caveat:
In the event of extenuating circumstances, the schedule and requirements for this course may be modified.

Class Attendance Policy:
Teacher candidates at Alcorn State University must fully commit themselves to their program of study. One hundred percent (100%) punctual class attendance is expected of all candidates in

scheduled classes and activities. Supervisors keep attendance records and any absence for which a candidate does not provide written official excuse is counted as an official un-excused absence.

Candidates may be officially excused from class for attendance at University approved functions, provided the sponsor executes a Student Affairs Leave Form. Such excuses shall be accepted by the supervisor. Candidates may also be officially excused by the Dean of their School or the Vice President for Academic Affairs for certain campus activities. Candidates must submit written documentation to Student Affairs to obtain official excuses for absences due to illness or other emergency situations.

Candidates who willfully miss class face serious consequences. After being absent three times, the supervisor shall report the next un-excused absence to the School Dean and Department Chairs. The Dean/Chair or designee will counsel with the students and in concert with the supervisor, may require the student to complete complementary course assignments. If a candidate does not respond well to the counselor with the assignments, the instructor may impose a grade penalty on the student. Un-excused absences may lead to an "F" for the course.

References:

Lacy, Alan C., (2014). *Measurement and Evaluation in Physical Education and Exercise Science*. Edition 7. Publisher Pearson Higher Ed.

McDavid, James C., Huse, Irene, & Hawthorn, Laura, R. L., (2012). *Program Evaluation and Performance Measurement: An Introduction to Practice*. Publisher: Sage Publications.

Wood, Terry M., (2014). *Measurement, statistics, and Research Design in Physical Education and Exercise Science: Current Issues and Trends: A special Issue of Measurement in Physical Education and Exercise Science*. Publisher: Psychology Press.

Classic References

Bradburn, N. M., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design* – (Rev. ed.). New York: Wiley.

Cote, J., & Ericsson, K. A. (2005). Tracing the development of athletes using retrospective interview methods: A proposed interview and validation procedure for reported information. *Journal of Applied Sport Psychology, 17*, 1 – 19.

Dowdy, S., Wearden, S., & Chilko, D. (2004). *Statistics for research* (3rd ed.). New York: Wiley

Johnson, A. P. (2005). *A short guide to action research*. Boston: Pearson/Allyn & Bacon

Nardi, P. M. (2006). *Doing Survey Research* (2nd ed.). Boston: Pearson/Allyn &Bacon.

Silverman, D. (2004). *Qualitative research: Theory, Method and practice*. Thousand Oaks, CA: Sage.

Alcorn State University
School of Education and Psychology

PE 540 Independent Research

COURSE NUMBER: PE 540
COURSE NAME: Independent Research
INSTRUCTOR: Dr. Garry Lewis
OFFICE HOURS: 10:00 a. m- 4:00 p.m.
OFFICE TELEPHONE: 601-877-6506
LOCATION: Davey L. Whitney HPER Complex
E-MAIL: glewis@alcorn.edu

I. **COURSE DESCRIPTION:** The course introduces the basic research process of historical, experimental, descriptive, and survey research and provides opportunities to address issues, problems, trends, or challenges in physical education, athletics, or related disciplines by the engagement in a combination of these basic research processes. It also exposes the fundamental components, strategies, techniques, and literature essential in understanding, executing, and writing a substantive and meaningful research treatise.

II. **COURSE COMPETENCIES**:

Upon completion of this course, students will:

1. Understand how to execute the research process at all levels of education,
2. Understand how to conduct research in their individual disciplines and/or related disciplines of interest;
3. Know how to infuse The American Psychological Association (APA) format throughout the text of a research document;
4. Learn how to use the basic research mechanisms to ascertain and facilitate the creation, execution, and finality of the fundamental parts that compose any research discourse or treatise.
5. Acquire a familiarity and an understanding of and will be able to apply the fundamental concepts of educational research.
6. Know and will be able to explain, execute, and apply the specific procedures and languages associated with the conducting of educational research.
7. Know and will be write, execute, and apply each of the following procedures::
    a. Formulate a research problem
    b. State a research hypothesis related to the research problem
    c. Identify variables in a hypothesis
    d. Write a justification for a hypothesis

e. Define the terms of a hypothesis
f. Conduct a review of the research literature on a given topic

g. Locate or develop an instrument to test a hypothesis
h. Perform a reliability and validity check on a research instrument
i. Identify and seek to control threats to the internal and external validity of a research investigation
j. Collect, summarize, and analyze research data using the appropriate instruments and tests
k. Write up the findings of a research investigation
l. Read a research report with understanding

III. Supplemental Materials/References:

Arthur, James, Waring, Michael, Coe, Robert, & Hedges, Larry V., (2012). *Research Methods and Methodologies in Education*. Publisher: Sage.

Eby, Erika, (2011). *The College Student's Guide to Writing a Great Research Paper: 101 Easy Tips & Tricks to make you Work Stand Out.* Publisher: Atlantic Publishing Company

Huck, Schuyler (2011).*Reading statistics and Research*. Publisher: Pearson Higher Ed.

Classic References

Drew, Clifford j., Hardman, Michael L., & Hosp, John L. (2008). *Designing and conducting research in education*. Thousand Oaks, CA: Sage Publication.

Houghton, Peggy M., & Houghton, Timothy J. (2009). *APA: The easy Way*! (2nd ed.). Flint, MI: Baker College

IV. DISABILITY STATEMENT: If a student has a disability that qualifies under the American with disabilities Act and requires accommodations, he or she should contact the office of the Vice President for Student Affairs (601) 877-6142 or 1-800-772-4057 for the Office of Disabilities Accommodations.

XXVII. ATTENDANCE POLICY: See the university's policy on class attendance regulations in the university's general catalog.

XXVIII. CONCEPTUAL FRAMEWORK: The conceptual framework of the professional education unit at Alcorn State University (ASU) is articulated partly through departmental objectives and course syllabi. It is coherent and consistent with the mission of the ASU as it is designed to foster the development of the scholar, facilitator, manager, and proactive teacher, based on active learning, inquiry, and reflection.

XXIX. DIVERSITY STATEMENT: Alcorn State University (ASU) is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

XXX. INSTRUCTOR METHODOLOGY:

1. Online individual and group discussions
2. Instructor and student conferences
3. Student and group library participation

XXXI. TECHNOLOGY UTILIZED BY TEACHERS & STUDENTS

1. Technology of the department
2. Technology of the library
3. Personal technology of the instructor and students

XXXII. GRADING SCALE:

90 – 100 A
80 - 89 B
70 - 79 C
69 - 69 D
59 – below F

XXXIII. COURSE CONTENT:

1. Statement of the problem
2. Review of related Literature
3. Methods
4. Results of methods
5. Statement of Learning

XXXIV. ASSIGNMENTS/ACTIVITIES

1. Submit statement of problem
2. Submit review of related literature
3. Submit methods
4. Submit Results of methods
5. Submit statement of learning

XXXV. CLASSIC REFERENCES

Borg, W.R., & Gall, M.D. (2008). *Educational research: An introduction* (5th ed.). New York: Longman

Huck, S. W. (2004). *Reading statistics and research.* (4th ed.). New York: Pearson

Johnson, B., & Christensen, L. (2004) *Educational research: Quantitative, qualitative, and mixed approaches.* (2nd ed.). New York: Pearson

Mertler, C. A., & Charles, C. M. (2005). *Introduction to educational research.* (5th ed.). New York: Pearson

Wiersma, W., & Jurs, S. G. (2005). *Research methods in education: An introduction.* (8th ed.). New York: Pearson

Alcorn State University
School of Education and Psychology

PE 541: Sociology of Sport

COURSE NUMBER: PE 541
COURSE NAME: Sociology of Sport
INSTRUCTOR: Dr. Johnny Thomas
OFFICE HOURS: 10:00 a. m- 4:00 p.m.
OFFICE TELEPHONE: 601-877-6506
LOCATION: Davey L. Whitney HPER Complex
E-MAIL: jthomas@alcorn.edu

I. **COURSE DESCRIPTION**: The course examines the role of sport in society, the impact of sport on participants in sport, and the relationship between sport and other societal institutions. It investigates the influence of gender, race, and socioeconomic status on participation in sports and physical activity and explores drug abuse by athletes, aggression and violence, the effect of the media on sport, and player-coach relationships.

II. **COURSE COMPETENCIES**:

Upon completion of this course, students will:

1. Know what sport is, why we study it, and how we study it;
2. Know the scope and effect of sport on the participants versus the spectators, on the business of sport, on the media and sport;
3. Recognize sport as an institution as it pertains to youth sport, interscholastic and intercollegiate sport, international sport, and the Olympic movement; and
4. Learn sport and culture from the standpoint of sporting behavior—race, ethnicity, and sport—women, social class, special populations, religion, politics, deviance, coaching, and future trends.

III. **TEXTBOOK REQUIRED**: Woods, Ronald B., (2011). *Social Issues in Sport. Human Kinetics*; ISBN-10:0-7360-5872-9, ISBN-13:0-7360-5872-9

IV. **DISABILITY STATEMENT**: If a student has a disability that qualifies under the American with disabilities Act and requires accommodations, he or she should contact the office of the Vice President for Student Affairs (601) - 877-6142 or 1-800-772-4057 for the Office of Disabilities Accommodations.

V. **ATTENDANCE POLICY**: See the university's policy on class attendance regulations in the university's general catalog.

VI. **CONCEPTUAL FRAMEWORK**: The conceptual framework of the professional education unit at Alcorn State University (ASU) is articulated partly through departmental objectives and course syllabi. It is coherent and consistent with the mission of the ASU as it is designed to foster the development of the scholar, facilitator, manager, and proactive teacher, based on active learning, inquiry, and reflection.

VII. **DIVERSITY STATEMENT**: Alcorn State University (ASU) is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. All persons are encouraged to respect the individual differences of others.

VIII. **INSTRUCTOR METHODOLOGY**:

1. Lecture
2. Group interaction
3. Student participation class discussions
4. Group participation class discussion
5. Open book exam discussion
6. Technology presentation
7. Student technology
8. Group technology

IX. **TECHNOLOGY UTILIZED BY TEACHERS & STUDENTS**

1. Technology of the department
2. Technology of the library
3. Personal technology of the instructor and students

X. **GRADING SCALE**:

90 – 100 A
80 - 89 B
70 - 79 C
69 - 69 D
59 – below F

XI. **COURSE CONTENT**:

1. Studying Sport in Society
2. Scope and effect of Sport on Society
3. Sport as an Institution
4. Sport and Culture

XII. ASSIGNMENTS/ACTIVITIES

1. Turn in annotated bibliographies from critique of articles from sociology of sport journals
2. Write a comparative, positional and examinational paper on selected concepts related to sociology of sport.
3. Student critiques a chapter for class presentations
4. Student interviews a coach and student athlete on salient sociological phenomenons in sport.
5. Student develops and administers a survey to selected individuals of various target groups to ascertain their respective attitudes and perspectives on the prevailing sociological issues underlying sport.
6. Student participatory assignments in class
7. Group participatory assignments in class
8. Exam questions assignments in class
9. Take home exam questions assignment

XIII. REFERENCES

Beamon, Krystal, & Messer, Chris M., (2013). *The Enduring Color Line in U.S. Athletics.* Edition 1st. ISBN – 13: 978-0415626712

Coakley, Jay (2012). *Sports in Society: Issues and Controversies*. ISBN – 10: 0078022525 or 13: 978 – 0078022524.

Eitzen, Stanley D., (2014). *Sport in Contemporary Society: An Anthology*. Edition 10th. ISBN – 13:978-01902022774 or ISBN – 10: 0190202777.

Sanderson, Jimmy (2011). *How Social Media is Changing Sports*. ISBN – 13: 978-1612890531 or ISBN-10: 1612890539.

Classic References

Burton, R. (1991). *Cricket, Carnival and Street Culture in the Caribbean, in Sport, Racism and Ethnicity* (edited by G. Jarvie), Falmer press, Sussex, pp. 7-29

Cashmore, E. (1996). *Making Sense of Sport*, Routledge, London

Gould, D. (1993). *Intensive sport participation and the prepubescent athlete: Competitive stress and burnout in intensive participation in children's sports*, ed. B. R. Cahill and A. Pearl, 19 – 38. Champaign, IL: Human Kinetics.

Lapchick, R. (1999). Race, athletes, and crime. *Special issue, Sports Business Journal (online)*. http://web.bus.ucf.edu/sportbusiness/articles.aspx?y=2000. Accessed Octpber 19, 2010.

Leonard, L. (2000). The decline of the black athlete. *ColorLines.* www.arc.org/C_line/CLArchive/story3_1_o3.html.Accessed December 4, 2005.

Luschen, G. (2000). Doping in sport as deviant behavior and its social control. *Handbook of sports studies.* ed. J. Coakley and E. Dunning, 461 – 476. London: Sag.

Alcorn State University
School of Education and Psychology

PE 541: Philosophy of Sport

COURSE NUMBER: PE 543
COURSE NAME: Philosophy of Sport
INSTRUCTOR: Dr. Garry Lewis
OFFICE HOURS: 10:00 a. m- 4:00 p.m.
OFFICE TELEPHONE: 601-877-6506
LOCATION: Davey L. Whitney HPER Complex
E-MAIL: glewis@alcorn.edu

I. **COURSE DESCRIPTION**: The course examines sport from many different perspectives, such as the nature of reality, the structure of knowledge in sport, ethical and moral questions, and the aesthetics of movement. It critically examines the meaning of sport for all participants involved and enjoins students to question the beliefs and assumptions about sport.

II. **COURSE COMPETENCIES**:

Upon completion of this course, students will:

1. Know the meta-ethical considerations of sport;
2. Realize competition and fair play: considerations of winning, cheating, and gamesmanship;
3. Learn the limits of being human: doping and genetic enhancement in sport;
4. Understand gender and sexual equality in sport; and
5. Know the select issues in the social ethics of sport: violence, exploitation, race, spectatorship, and disability.

III. **TEXTBOOK REQUIRED**: McNamee, Mike (2010). *The Ethics of Sports*. ISBN# 13:978-0415478618 or ISBN# 10: 0415478618

IV. **DISABILITY STATEMENT**: If a student has a disability that qualifies under the American with disabilities Act and requires accommodations, he or she should contact the office of the Vice President for Student Affairs (601) - 877-6142 or 1-800-772-4057 for the Office of Disabilities Accommodations.

V. **ATTENDANCE POLICY**: See the university's policy on class attendance regulations in the university's general catalog.

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VIII. **INSTRUCTOR METHODOLOGY**:

1. Lecture
2. Group interaction
3. Student participation class discussions
4. Group participation class discussion
5. Open book exam discussion

6. Technology presentation
7. Student technology
8. Group technology

IX. **TECHNOLOGY UTILIZED BY TEACHERS & STUDENTS**

1. Technology of the department
2. Technology of the library
3. Personal technology of the instructor and students

X. **GRADING SCALE**:

90 – 100 A
80 - 89 B
70 - 79 C
69 - 69 D
59 – below F

XI. **COURSE CONTENT**:

1. Meta-ethical considerations of sport
2. Competition and fair play: Considerations of winning, cheating, and gamesmanship
3. The limits of being human: doping and genetic enhancement in sport
4. Gender and sexual equality in sport
5. Selected issues in the social ethics of sport: violence, exploitation, race, spectatorship, and disability

XII. ASSIGNMENTS/ACTIVITIES

1. Turn in annotated bibliographies from Critique of articles in philosophy of sport journals
2. Write a comparative, positional and examinational paper on selected concept related to philosophy of sport.
3. Student critiques a chapter for class presentations
4. Student interviews a coach and a student athlete on salient philosophical phenomenons in sport.
5. Students observes and write journals on two junior high, high school, collegiate, and professional games to identify and assess the ethical behaviors of the fans, parents, referees, coaches, and players during competition.
6. Student participatory assignments in class
7. Group participatory assignments in class
8. Exam questions assignments in class
9. Take home exam questions assignment

XIII. REFERENCES

Hardman, Alun R. & Jones, Carwyn (2010). *The Ethics of Sports Coaching*. Edition 1st. ISBN-13:978-0415557757 or ISBN-10:0415557755

Lumpkin, Angela, Stroll, Sharon K., & Beller (2011). *Practical Ethics in Sport Management*. Publisher: McFarland & Company. ISBN-13 9780786463985.

Simon, Robert L. (2013). *The Ethics of Coaching Sports*. ISBN: 13: 9780814436083

Simon, Robert L., Torres, Cesar R., & Hager, Peter F., (2014). *Fair Play: The Ethics of Sport*. Fourth Edition. Publisher: Westview Press. ISBN-13: 9780813349206

Classic References

Arnold, P.J., (1997). *Sport, Ethics, and Education*, London: Cassell

Cantelon, H. & Gruneayu, R.S., (1982). *Sport, Culture, and the Modern State*. Toronto: University of Toronto Press

Fraleigh, W. (1984), Action in Sports: *Ethics for Contestants*. Champaign, IL: Human Kinetics, 1984.

Hyland, D., (1990). *Philosophy of Sport*. New York: Paragon House, 1990.

- A list of faculty who will provide instruction for the proposed courses/program of study.

The faculty members who will provide instruction for the proposed courses/program of study are as following:

- **Dr. Alfred Arrington**
- **Dr. Garry Lewis**
- **Dr. Dewayne Middleton**
- **Dr. Robert Smith**
- **Dr. Johnny Thomas**

➢ Provide the last two semester course loads

Spring 2014 Faculty Load

Dr. Alfred Arrington (6 Hrs)

CRN#	Course Number	Course Title	Cr Hrs	Day		Location
10219	PE 468-001	Kinesiology	3	W	2:20-5:30	Whit/203
10934	PE 538-001	Physiology of Muscular Activity	3	W	6:00-8:45	Whit/201

Dr. Garry Lewis (15 Hrs)

CRN#	Course Number	Course Title	Cr Hrs	Days	Time	Location
10202	PE 327-001	Coaching/Officiating	3	MWF	1:00-1:50	Whit/203
11194	SM 200-001	Introduction to Sport Management	3	MWF	10:40-11:30	Whit/202
10210	PE 346-001	Methods/Materials of PE-Secondary	3	TR	11:30-12:45	Whit/202
10933	RC 437-001	Recreation Leadership	3	Online	Online	Online
10638	RC 347-001	Methods/Materials of Leisure Programs	3	MWF	2:20-3:10	Whit/202

Dr. Dewayne Middleton (6 Hrs)

CRN#	Course Number	Course Title	Cr Hrs	Days	Time	Location
10604	PE 511	Psychology of Sport	3	Online	Online	Online
10603	PE 545	Trends, Issues, & Challenges	3	Online	Online	Online

Dr. Robert Smith (6 Hrs)

CRN#	Course Number	Course Title	Cr Hrs	Days	Time	Location
11014	PE 400-001	Human Sexuality	3	TR	3:00-4:15	Whit/201

Dr. Johnny Thomas (9 Hrs)

CRN#	Course Number	Course Title	Cr Hrs	Days	Time	Location
10212	PE 328-001	Motor Development	3	T	6:00-8:45	Whit/202
10213	PE 517-001	Methods/Materials of PE	3	Online	Online	Online
10652	PE 540-001	Independent Research	3	Online	Online	Online

Summer I 2014 Faculty Load

Dr. Garry Lewis

CRN #	Course Number	Course Title	Cr Hrs	Days	Time	Location
20370	SM 200-001	Introduction to Sport Management	3	ONLINE	ONLINE	ONLINE

Dr. Johnny Thomas

CRN#	Course Number	Course Title	Cr Hrs	Days	Time	Location
20096	PE 328-001	Motor Development	3	ONLINE	ONLINE	ONLINE
20098	PE 521-001	Scientific Principles of Coaching	3	ONLINE	ONLINE	ONLINE

Summer II 2014 Faculty Load

Dr. Johnny Thomas

CRN#	Course Number	Course Title	Cr Hrs	Days	Time	Location
20479	PE 516-001	Management in PE	3	ONLINE	ONLINE	ONLINE
20303	PE 328-001	Motor Development	3	ONLINE	ONLINE	ONLINE

Fall 2014 Faculty Load

Dr. Alfred Arrington (ADJUNCT)

CRN#	Course Number	Course Title	Cr Hrs	Day	Time	Location
40017	PE 435-001	Physiology of Exercise	3	W	3:00-5:30	Whit/20I
40016	PE 427-001	Organization/Administration of PE	3	W	6:00-9:45	Whit/20I

Dr. Dewayne Middleton (ADJUNCT)

CRN#	Course Number	Course Title	Cr Hrs	Days	Time	Location
40030	PE 543	Philosophy of Sport	3	TBA	ONLINE	ONLINE
40029	PE 527	Measurement/Evaluation of PE	3	TBA	ONLINE	ONLINE

Dr. Johnny Thomas

CRN#	Course Number	Course Title	Cr Hrs	Days	Time	Location
40014	PE 328-001	Motor Development	3	T	6:30-9:15	Whit/202
40907	PE 491-001	Independent Study	3	ONLINE	ONLINE	ONLINE
40858	PE 510-001	Care & Prevention of Athletic Injuries	3	ONLINE W	ONLINE	ONLINE
41379	SM 201-001	Sport Organization/Administration	3		6:00-9:45	Whit/202

- **a list and copies of program outline for similar (or same) programs/courses of study at two or more IHLs (instate or out-of-state), or provide URLs if posted online**

URL for the Master's Degree Program in Sport Management at Mississippi State University
http://www.kinesiology.msstate.edu/sports/sportsadmin/

URL for the Master's Degree Program in Sport Coaching Education at the University of Southern Mississippi
https://online.usm.edu/graduate/sport-coaching-education-ms

URL for the Master's Degree Program in Sport Management at the University of Southern Mississippi
http://www.usm.edu/human-performance-recreation/ms-sport-management-0

URL for the Graduate Certificate in Sport Management at Belhaven University
http://online.belhaven.edu/online-certificate-in-sports-administration.htm

URL for the Master of Sports Management at Belhaven University
http://online.belhaven.edu/Master-of-Sports-Administration.htm

Six Year Budget for Graduate Degree in Athletic Administration and Coaching - licensure

Year 1

Personnel		Rank	Salary	FTE	Total	Subtotal	Category Totals
	A. Salaries	Adjuncts	24,000		24,000		
					Total Salary	24,000	
	Personnel Total						24,000
Commodities							4,750
Travel							2,475
Contractual Services							1,187
						Year 1 Total	32,412

Year 2

Personnel		Rank	Salary	FTE	Total	Subtotal	Category Totals
	A. Salaries	Adjuncts	24,000		24,000		
					Total Salary	24,000	
	Personnel Total						24,000
Commodities							4,750
Travel							2,475
Contractual Services							1,187
						Year 1 Total	32,412

Personnel		Rank	Salary	FTE	Total	Subtotal	Category Totals
	A. Salaries	Adjuncts	24,000		24,000		
					Total Salary	24,000	
	Personnel Total						24,000
Commodities							4,750
Travel							2,475
Contractual Services							1,187
						Year 1 Total	32,412

Year 4

Personnel		Rank	Salary	FTE	Total	Subtotal	Category Totals
	A. Salaries	Adjuncts	24,000		24,000		
					Total Salary	24,000	
	Personnel Total						24,000
Commodities							4,750
Travel							2,475
Contractual Services							1,187
						Year 1 Total	32,412

Year 5

Personnel		Rank	Salary	FTE	Total	Subtotal	Category Totals
	A. Salaries	Adjuncts	24,000		24,000		
					Total Salary	24,000	
	Personnel Total						24,000
Commodities							4,750
Travel							2,475
Contractual Services							1,187
						Year 1 Total	32,412

Year 6

Personnel		Rank	Salary	FTE	Total	Subtotal	Category Totals
	A. Salaries	Adjuncts	24,000		24,000		
					Total Salary	24,000	
	Personnel Total						24,000
Commodities							4,750
Travel							2,475
Contractual Services							1,187
						Year 1 Total	32,412
						Total	194,472

0608

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

EDUCATION PROGRAM APPROVAL REQUEST FORM

Institution: Mississippi University for Women

Date submitted to TAP:

Submitted by: Sue Jolly-Smith, PhD

Dean, MUW College of Education and Human Sciences

Commission approval date:

Contact phone or email:

State Board approval date:

662 329-7175, hsjollysmith@muw.edu

Proposed date of program implementation/modification: Academic Year 2015-2016

Proposal request and support materials are provided for approval to implement:
__X__ New Program (Institutionally Approved Supplemental Endorsement) ___ Modifications to Existing Program ____ New Licensure Requirement

In addition to your current education program course list/description, you must provide, where applicable:

1) **A copy of the proposed new program**
2) **The current program with clear indication of proposed modifications**
3) **Any evidence of institutions (state, regional or national) with the same or a similar course of study**
4) **List of qualified faculty, course assignments, and vitas**
5) **Syllabi for courses within the proposed program**
6) **Any other documentation that further supports the proposal**

NOTE: Use the spaces below for a brief statement of your proposal request. Additional sheets may be attached that include a formal request and detailed proposal components.

Please state your specific request:

Request for Approval

Mississippi University for Women
Institutionally Approved Supplemental
Endorsement for Child Development
(PreK – K) (Endorsement Code 153).

The Mississippi University for Women currently offers a Bachelor of Science in Elementary Education (Endorsement code 120), leading to K-6 licensure with two academic concentration areas (add-on endorsements, for 7-12 licensure in English, General Science, Social Studies and 7-12 or 7-8 licensure in mathematics).
Candidates who hold a valid Elementary Education license would be eligible to complete the **MUW Institutionally Approved Supplemental Endorsement for Child Development (PreK – K).**

Briefly state your rationale:

In response to the growing need to continuously improve the quality of education for Mississippi children, many school districts have added Pre-K classrooms in recent years. This has increased interest and demand for Early Childhood (PreK-K) professionals and licensed educators. It has long been recognized that the quality and availability of early learning experiences can be directly linked to a child's ability to be successful academically.

Many Elementary Education teacher candidates have expressed interest in teaching in the PreK or Kindergarten setting. With this endorsement, these candidates will be better prepared to plan instruction that meets the developmental needs of four and five year olds.

(1 & 2) Proposed New Program

This proposed institutionally approved supplemental endorsement follows the MDE institutionally approved supplemental endorsement requirements for endorsement code 153. The required courses for this proposed endorsement provide a knowledge base that encompasses these areas:

• Special Education for Early Childhood Development	**MUW ED 317 & PSY 335**
• Early Language Literacy	**MUW ED 319**
• Art of Parenting and Family	**MUW FS 337**
• Early Childhood Methods	**MUW ED 320**

Required courses include:

• **ED 317: Behaviors in Early Childhood (3 credits)**	(special education requirement)
• **ED 319: Early Childhood Language and Literacy (3 credits)**	(early language literacy)
• **ED 320: Developmentally Appropriate Materials and Methods in Early Childhood Education (3 credits)**	(early childhood methods)
• **PSY 335: Child Behavior Modification: Typical and Special Needs (3 credits)**	(special education requirement)
• **FS 337: Parenting and Guidance of the Young Child (3 credits)**	(Art of Parenting and Family)

The MUW Elementary Education program of study includes **Principles of Early Childhood Learning (ED 304).** This course, or its equivalent, is a prerequisite for all of the courses in the proposed supplemental endorsement program of study. In addition, **ED 306 Introduction to Exceptional Learners** is a requirement for all **MUW Elementary Education** candidates. **ED 306**, or its equivalent, is a prerequisite for education majors for **PSY 335**. **PSY 206 Human Growth and Development** is a requirement for Elementary Education candidates. **PSY 206,** or its equivalent, is a prerequisite for **FS 337**.The proposed program for the supplemental endorsement requires 15 credit hours, and includes clinical, field placement experiences. A grade of "C" or better will be required for candidates to be eligible to use any of these courses toward the supplemental endorsement. Only candidates who hold a valid Elementary Education (Endorsement Code 120) will be eligible for the supplemental endorsement.

Course Descriptions for Mississippi University for Women Required Courses for the Institutionally Approved Supplemental Endorsement for Child Development (PreK – K) (Endorsement Code 153).

ED 317: Behaviors in Early Childhood (3 credits): This course stresses developmentally appropriate techniques and materials fostering successful development and learning in young children, 3 through age 8. The purpose is to gain an understanding of behaviors of young children, behavior guidance, assessing, teaching and nurturing prosocial behaviors and development of appropriate behavioral expectations for very young children. The course includes 5 hours of clinical experience. **Prerequisite: ED 304 Principles of Early Childhood Learning.**

ED 319: Early Childhood Language and Literacy (3 credits): This course examines language development of young children 3 through 8 years of age. Topics will include speech and language processes for communication, language development stages, theories of language acquisition, assessment of language development and activities that foster language development. Special attention will be paid to linguistically diverse populations and children whose language development differs from the expected norm, with regards to the most recent advances in the field. Selection and development of pre-reading/prewriting and reading and writing curricula for preschool and kindergarten will be addressed. There will be an emphasis on development of literacy and use of appropriate literature in instruction of young children 3 through 8 years of age. The course includes **5 hours of clinical experience.** ***Prerequisite: ED 304 Principles of Early Childhood Learning.***

ED 320: Developmentally Appropriate Materials and Methods in Early Childhood Education (3 credits): This course stresses developmentally appropriate techniques and materials fostering successful development and learning in young children, infancy through age 8. This is a three credit hour course designed for prospective early childhood teachers. The purpose is to help students gain an understanding of developmentally appropriate methods and materials for use with young children ages 3 through 8 years of age. The course includes **5 hours of clinical experience**. ***Prerequisites: ED 317 Behaviors in Early Childhood and ED 319 Early Childhood Language and Literacy.***

PSY 335: Child Behavior Modification: Typical and Special Needs (3 credits): This course reviews the methods, constructs, and principles of behavior analysis and behavior modification, including the application of observation and behavioral modification techniques in the home and in the classroom for children and adolescents with both typical and special needs. The course will include an in-class component as well as an observational learning component. ***Pre-requisites: ED 304 Principles of Early Childhood Learning, ED 306 Introduction to Exceptional Learners, ED 317 Behaviors in Early Childhood for Education Majors or PSY 206 Human Growth and PSY 302 Child Psychology for Psychology Majors.***

FS 337: Parenting and Guidance of the Young Child (3 credits): Focuses on the process of parenting and the guidance of children from infancy through early childhood using guidance principles appropriate for teachers, parents, and others working with children. Provides information on the use of guidance techniques and child development principles appropriate for working and living with young children. **Prerequisite: PSY 206 Human Growth and Development.**

(3) Some Mississippi Institutions with similar course of study:

University of Mississippi

12-hour program of study requiring the following courses:

Early Childhood Methods
Child Development
Special Education for Early Childhood Development
Early Language and Literacy

Mississippi State University

15-hour program of study requiring the following courses:

Child Development
Prenatal & Infancy Development
Creativity and Play in Early Childhood
Early Childhood Handicapped
Working with Parents

(4) **List of Qualified Faculty, course assignments, and vita**

Dr. Twila Alpe, Professor of Education	Course Assignments: ED 317, 319, 320
Dr. Linda Mahoney, Professor of Education	Course Assignments: ED 317, 319, 320
Dr. Mallory Malkin, Assistant Professor of Psychology	Course Assignment: PSY 335
Dr. Dorothy Berglund, Associate Professor of Family Studies	Course Assignment: FS 337

Full faculty vita are attached.

(5) **Syllabi for courses within the proposed program: ED 317, 319, 320, PSY 335, FS 337**

Syllabi are attached.

CURRICULUM VITA
TWILA L. ALPE, ED.D.

Permanent Phone: (662) 312-2320
Email: tlalpe@muw.edu

Education

May, 1996 — Ed.D. Elementary Education, Mississippi State University
Curriculum and Instruction
Minor: Administration
Dissertation: *Gender Representation in Award Winning Children's Literature*

May, 1992 — M.Ed., Elementary Education, Mississippi State University
Curriculum and Instruction

May, 1978 — B.S., Home Economics Education, Northeast Louisiana University
Minor: Science

Experience

January 2000 – Present
Professor, Mississippi University for Women, Columbus, MS, Department of Education

August 2000 – June 2001
August 2008 – June 2009
Interim Director of Field Experience, Mississippi University for Women, Columbus, MS

October 1996-2004
Owner, The Appletree Teaching Supplies, Starkville, MS, Columbus, MS, and Tupelo, MS

May, 1995-August, 1999
Instructor, Curriculum and Instruction (Elementary), Mississippi State University

August, 1993-May, 1995

Graduate Assistant, Curriculum and Instruction (Elementary), Mississippi
State University

January, 1993-May, 1993
Teacher, 6-8th Grade Math, Ackerman Junior High School, Ackerman, Mississippi

August, 1985-July, 1989
Teacher, 4th Grade, 5th Grade, Starkville, Academy, Starkville, Mississippi

August, 1984-May, 1985
Substitute Teacher, Junior High School, High School, Starkville School District, Starkville, Mississippi

August, 1983-July, 1984
Teacher, Resource Center, Baskin Junior High School, Baskin, Louisiana

August, 1982-May, 1983
Teacher, Math, Gilbert Junior High School, Gilbert, Louisiana,

August, 1978-May, 1982
Teacher, Home Economics, Social Studies, Math, Consumer Education,
Franklin Academy Junior High School, Winnsboro, Louisiana

Courses Taught

Undergraduate: Education as a Profession, Teaching Science in the Elementary School, Teaching Language Arts in the Elementary School, Educational Measurement and Evaluation, Early Literacy I, Early Literacy II, Principles of Early Childhood, Classroom Management, Behaviors in Early Childhood, Early Childhood Materials and Methods, Communicating Family Studies, Creative Arts in the Elementary School, Elementary Social Studies Curriculum, Writing for Thinking, Elementary Student Teaching , Secondary Student Teaching
Graduate: Word Study, Behavioral Experiences in Early Childhood Education, Teaching Children's Literature, Elementary School Methods, Children's Literature in the Elementary Classroom

PROFESSIONAL MEMBERSHIPS

Mississippi Reading Association
Association of Teacher Educators
Mississippi Early Childhood Association
Phi Delta Kappa
Southern Early Childhood Association
Association of Field Directors
International Reading Association

PROFESSIONALL PRESENTATIONS

2009 Alpe, T., Holland, J., Riley, M.,. "Laurie, Little, and Louise: Putting Mississippi Authors to Work in Your Classroom". Mississippi Reading Association Annual Conference, Biloxi, MS.

2008. Alpe, T., Riley, M., Holland, J., Mississippi Reading Association, Biloxi, MS. Content Comprehension Connections: Creative Strategies for All Learners (4-12).

2008. Alpe, T., Riley, M., Holland, J., Freyder, C. International Reading Association International Conference. Engaging Adolescents with Award-Winning Literature.

2007. Riley, M., Holland, J., Alpe, T., "Diversifying Reading Instruction: Implementing the Lexile Framework." Lexile National Reading Conference, Lake Buena Vista, FL.

2006. Alpe, Holland. Riley. Helping Teachers Diversify Their Instruction: The Adopted Lexile Framework. Mississippi Reading Association.

Dorothy Berglund, Ph.D., CFLE
Associate Professor, Family Studies
MUW Psychology and Family Studies Department
1100 College St., W-1637
Columbus, MS 39701
662-329-7327
e-mail: dmberglund@ muw.edu

Education

- University of New Mexico, Albuquerque, NM
  Ph.D., 1997, Family Studies, with minor in Statistics
  Honors graduate
  Dissertation: *Premenstrual Syndrome and Relationship Dynamics*
  Advisor: Virginia C. Shipman, Ph.D.

- New Mexico State University, Las Cruces, NM
  M.S., Family Science (marriage and family therapy emphasis), 1992

- New Mexico State University, Las Cruces, NM
  B.A., Psychology, 1989
  Crimson Scholar Honors Graduate

Teaching Appointments

- Mississippi University for Women, Columbus, MS
  Associate Professor, Family Studies
  Psychology and Family Studies Department

  As an associate professor, I am responsible for developing lesson plans, updating course material, and teaching:

  - Professional issues in family studies; human growth and development; introduction to research methods; human sexuality and socialization; women's experiences in family life; families in crisis and rehabilitation; families and public policy; program planning and evaluation; pre-internship orientation; field experience in family studies occupations.

- Chester College of New England–Chester, NH

  August 2003 to May 2006
  Instructor of Psychology (at the time, Chester had no academic ranks or tenure)
  Liberal Studies Program
  As an instructor of psychology, I was responsible for developing lesson plans, updating course material, and teaching:

- Introductory psychology; child and adolescent development; dynamics of interpersonal communication; social psychology; and human sexuality

- The University of Prince Edward Island–Charlottetown, PE, Canada

  July 1998 to July 2001
  Visiting Assistant Professor
  Family and Nutritional Sciences Department

  As an assistant professor, I was responsible for developing lesson plans, updating course material, and teaching:

  - Lifespan human development; women's experiences of family life; families in society; family dynamics; professional practice in family science and foods and nutrition; parent-child interaction*; program planning and evaluation; introduction to family studies*; and policy issues in family science*

  *Courses created and introduced by instructor

Key Presentations and Publications

Berglund, D. (2014). *CFLE perspectives: Teaching human sexuality: The instructor's perspective.* In the CFLE Network, Winter 2014 edition.

Berglund, D.M. (2013, November). *Feminist Participatory Action Research (PAR) in the undergraduate classroom.* Feminism and family studies section round-table discussion presented at the National Council on Family Relations annual conference, San Antonio, TX.

With DelCampo, R., DelCampo, D., & DelCampo, B. (2009, November). *The changing landscape of American women: Work, family, and personal fulfillment.* Poster presented at the National Council on Family Relations annual conference, San Francisco, CA.

Doherty, D., & Berglund, D. (2008). *Psychological abuse: A discussion paper.* Ottawa, ON, Canada: National Clearinghouse on Family Violence.

Berglund, D., Bradford, B., & Humble, A. (2004). *HerStory of woman abuse and the PEI justice system* (Woman Abuse and the PEI Justice System Research Team Final Research Report Monograph). Fredericton, NB, Canada: University of New Brunswick, Muriel McQueen Fergusson Family Violence Research Centre.

Linda Mahoney, Ed.D.

Improving Performance • Enhancing Programs • Inspiring Systemic Change

530 Cherry Lane, Columbus, MS
(662) 549-1807
lmahoney@edhs.muw.edu

EXPERIENCED EDUCATOR

...dedicated to guiding students to succeed while inspiring an insatiable passion for learning and reading

Licensed Educator with B. A., Master's and Doctoral degrees, coupled with 10 years' experience in public elementary and 17 years in higher education; conducted workshops, presented at education conferences, published chapters in professional yearbooks, grant reviewer.

SUMMARY OF QUALIFICATIONS

- Earned B. A. Goshen College, Goshen, IN. 1968; Earned M. A. East Texas State University, Commerce, TX, 1993; Earned Ed.D Texas A & M – Commerce, TX 1996 – Instructional Assistantship; taught undergraduate education courses while earning degree.
- **Special interests include**: Gifted Education, Cooperative Learning, Shared Decision-Making.
- **Responsibilities:** Teaching courses in best practices and early childhood education; supervising teacher interns, advising students regarding undergraduate requirements, serving on department, college and university committies.
- **Engage Parents** – Work closely with parents throughout career, repeated successes securing a high level of parental involvement.
- **Leverage Resources / Strategic Collaborations** – Serve on ICS Head Start Board of Directors, Holly Springs, MS, attend monthly meetings, assist with selection of scholarship recipients and self-evaluation. Participated in data analysis of community needs survey, Key West, Fl., 1973.
- Utilize a **visionary approach with consistency** to help students past the threshold of *not-knowing* to *knowing* and develop to their fullest extent.

HIGHLIGHTED PROFESSIONAL TEACHING EXPERIENCE

MISSISSIPPI UNIVERSITY FOR WOMEN, Columbus, MS **August 2005 - Present**

Asst. Professor – Associate Professor

- Instructed education courses that include – Art and Science of Teaching, Principles of Early Childhood Education, Content Reading..
- Served on department, college and university-wide committees as assigned. Chair Academic Standards Board. Participate in new student campus orientation days. Advise education majors.
- Collaborated with Coordinators of university-based child-are center (CPDC) on grant writing, providing guided observation experiences for preservice teachers, and training modules for part-time staff.
- Reviewed grant proposals for Florida 21st Century (2008 – Present)
- Reviewed articles submitted to NCTE for their journal "Teaching Children Mathematics." Review Textbooks or other teacher resources for NCTM journals.
- Supervised teacher interns and collaborate with public school administration in providing field experiences for preservice teachers.
- Attended Early Childhood Forum sponsored by Momentum Mississippi and Mississippi Building Blocks, December 15, 2008. Reviewed proposals submitted by Mississippi State University and

Alcorn University for changes to Early Childhood licensure to meet the need for early childhood educators in Mississippi.

STILLMAN COLLEGE, Tuscaloosa, AL **Sept 1997 – May 1998**

Asst. Professor in Department of Education

- Developed daily lesson plans and testing materials; leveraged the use of technology to enhance instruction, infusing the use the latest technology to conduct research and prepare reports, including: the Internet, department websites, PowerPoint presentation software, and on-line library research.
- Served as an instructional leader by modeling high expectations for students and implementing results focused programs.
- Assisted in definition and identification of assessment tools, facilitated through a Technology Grant, summer 2001
- Ensured compliances with laws, regulations, rules and policies prescribed by the Ft. Bend Independent School District.
- Taught students basic application software usage, such as Microsoft Windows, Word, PowerPoint, Internet access using various search engines through browser programs.
- Prepared assignments for student reports; assisted students in organizing and writing research findings, bibliographies and final reports.
- Implemented various classroom management techniques for maintaining student attention, involvement and discipline.
- Partnered with parents in students' success; provided feedback on students' progress and to discuss areas needing improvement and additional work.
- Chaired the "Publications Committee," compiled information for the district regarding social studies department activities.

UNIVERSITY OF WEST ALABAMA, Livingston, AL **Aug 1998 – May 2000**

Asst. Professor in Department of Education

- Conducted classroom instruction; prepared daily lesson plans; administered tests; provided feedback on learning achievements and needs for improvement.
- Managed the publication of the school Yearbook; photographed students and events; used Internet technology for digitizing pictures for print production.
-

QUINLAN ELEMENTARY, Quinlan, TX August 1985 – June 1994

Elementary School Instructor

- Facilitated self-contained classroom, taught mathematics to low achieving students.
- Utilized multiple assessments in compliance with district and state requirements to inform instruction.
- Coached Odyssey of the Mind teams to state and regional academic competitions; served as regional and state OM judge.
-

Public Education Service

Rated scholarships for ICS Head Start to award to high school seniors in Northern Mississippi – March 2009, 2010

Service Learning – supervised preservice teachers in judging science fairs for Cook Elementary – January 2008-2010

Collaborate with summer enrichment for "Crossroads," mentor preservice teachers June 2007 - Present

COMMUNITY SERVICE

Distributed food to low income families through Angel Food Network and Salvation Army Mar 2009 - Present

Organized Community Clean-up, Quinlan, TX, Quinlan ISD, Mar 1988

Compiled data for community needs assessment May-June 1975

EDUCATION

M.Ed., Educational Leadership, University of Houston, Houston, TX - 2008

B.S., English and History, Houston Baptist University, Houston, TX – 1993

Work Study Program-**Computer Laboratory Instructor:** Instructed students in application software

United States Marine Corps - Camp Pendleton, CA & Okinawa, Japan

ASSOCIATIONS & CERTIFICATIONS

Texas Teacher Certification K-8;

State NCATE training for program evaluators,

Member of IRA, ALER, NCTM, NCTE.

Texas Teachers of English as a Second or Other Language

Morningside Homeowners Association /Board of Directors – Newsletter & Budget Mgmt Committee

CURRICULUM VITAE

MALLORY LAINE MALKIN, Ph.D.

Permanent Phone: (267) 640 – 8472
Email: mallorymalkin@gmail.com

FACULTY APPOINTMENTS

2014 – present **Mississippi University for Women**
Assistant Professor of Psychology
College of Education and Human Sciences
Department of Psychology and Family Studies

2014 – present **Mississippi State University**
Adjunct Faculty Appointment

EDUCATION

August 2014 **Doctor of Philosophy**
The University of Southern Mississippi (APA Accredited)
Hattiesburg, Mississippi
Emphasis: Child Clinical Psychology
Dissertation: *Differences in narcissistic presentation in abused and non-abused children and adolescents*
Ph.D. Conferred August 1, 2014

2013-2014 **University of Mississippi Medical Center/**
G.V. (Sonny) Montgomery Medical Center
Pre-doctoral Psychology Internship (APA Accredited)
Jackson, Mississippi
Child Specialized Track
July 1st 2013- June 30th 2014.

COURSES

General Psychology, Abnormal Psychology, Child Psychology, Child Behavior Modification, Psychology of Criminal Behavior, Introduction to Clinical and Counseling Skills, Basic Clinical and Counseling Skills, and Applied Statistics, Medical and Psychosocial Aspects of Chronic Illness

CONSULTATION

2014- present Consultant for Worth Publishing Company
2015- present Reviewer for APA's Mental Health Mobile Phone Application Review Database

PUBLICATIONS (PEER REVIEWED)

Sippel, L.M., Jones, R.E., Bordieri, M.J., Dixon, L.J., May, A.C., **Malkin, M.L.,** Schumacher, J., & Coffey, S. (2014). Moderating Effects of Anxiety Sensitivity and Emotion Regulation on PTSD Symptoms in PTSD-Substance Dependence. *Cognitive Therapy and Research, 1- 8.*

Guelker, M. D., Barry, C. T., Barry, T. D., & **Malkin, M. L.** (2014). Perceived positive outcomes as a mediator between adolescent callous-unemotional traits and antisocial behavior. *Personality and Individual Differences, 69,* 129-134.

Zeigler-Hill, V., Besser, A., Myers, E. M., Southard, A. C., & **Malkin, M. L**. (2013). The status-signaling property of self-esteem: The role of self-reported self-esteem and perceived self-esteem in personality judgments. *Journal of Personality, 81,* 209-220.

Malkin, M. L., Zeigler-Hill, V., Barry, C. T., & Southard, A. C. (2013). The view from the looking glass: How are narcissistic individuals perceived by others? *Journal of Personality, 81,* 1-15.

Malkin, M.L., Barry, C.T., & Zeigler-Hill, V. (2011). Covert Narcissism as a Predictor of Internalizing Symptoms after Performance Feedback in Adolescents. *Personality and Individual Differences, 51,* 623-628.
Barry, C.T. & **Malkin, M.L.** (2010). The Relation between Adolescent Narcissism and Internalizing Problems Depends on the Conceptualization of Narcissism. *The Journal of Research in Personality, 44,* 684-690.

BOOK CHAPTERS

Barry, C.T. & **Malkin, M.L.** (2012). The Assessment of Antisocial Behavior in Children and Adolescents. In C. Thomas & K. Pope (Eds.) *The Origins of Antisocial Behavior: A Developmental Perspective.*

MANUSCRIPTS UNDER REVIEW

***(4 manuscripts currently under review. Additional information may be requested)**

POSTERS AND PRESENTATIONS

***(16 posters/presentations between 2008-2014. Additional information may be requested).**

PEER REVIEW ACTIVITIES

01/15 **Reviewer for North American Journal of Psychology**
09/13 **Co-Reviewed for Journal of Abnormal Psychology**

AWARDS

***(Awards prior to 2013 may be requested)**

- Recipient of the 2013 National Psychologist Trainee Register Credentialing Scholarship (November 2013)

PROFESSIONAL MEMBERSHIPS

American Psychological Association
- Division 2: The Society for the Teaching of Psychology
- Division 37: Society of Child and Family Policy and Practice, Child Maltreatment
- Division 41: American Psychology- Law Society
- Division 53: Society of Clinical and Adolescent Psychology
- Division 56: Trauma Psychology

Mississippi Psychological Association
Association for Psychological Science
Southeastern Psychological Association
Association for Behavioral and Cognitive Therapies
Association for Behavior and Cognitive Therapies Child Maltreatment and Interpersonal (Violence SIG)
American Professional Society on the Abuse of Children
Phi Kappa Phi

MISSISSIPPI UNIVERSITY FOR WOMEN
College of Education and Human Sciences
ED 317
Behaviors in Early Childhood

TEXT:

Marion, M. C. (2015). *Guidance of Young Children.* Pearson.

PREREQUISITE: ED 304

COURSE GOALS (OBJECTIVES)

THE LEARNER AND LEARNING (INTASC)

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Candidates will apply knowledge of child development and developmentally appropriate practice to planning lessons and selecting materials that promote appropriate behavior for the early childhood classroom.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Candidates apply their understanding of the role of the early childhood teacher with regard to parents, family and the community in order to plan and implement curriculum that is relevant and responsive to the physical, social emotional and cognitive development every student.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Candidates development of classroom rules, procedure cards, and behavior policies appropriate for very young children

CONTENT KNOWLEDGE (INTASC)

Standard #4: Content Knowledge

The teacher understands the central concepts, tools on inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Candidates design developmentally appropriate lessons that connect learning objectives in all subject areas—science, social studies, mathematics, art, music, language arts and technology—with classroom activities and assessment strategies, incorporating Mississippi Common Core Early Learning Standards.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Candidates read to and design a learning activity for a pre-school environment during a field experience, engaging learners in critical thinking using literature and collaborating with teachers.

INSTRUCTIONAL PRACTICE (INTASC)

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Candidates observe, assess, and analyze young children's behavior in a classroom setting and an outdoor play setting using a variety of assessment tools.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Candidates design interdisciplinary lessons and activities, selecting activities that meet the developmentally appropriate cognitive, social, emotional growth needs of learners, incorporating Mississippi Common Core Early Learning Standards.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Candidates design early learning content activities appropriate for developing acceptable behavior and character for young children ages 3 through 8.

PROFESSIONAL RESPONSIBILITY (INTASC)

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Candidates will complete a reflections journal based on selected course topics as well as begin to develop his/her own philosophy of early childhood education.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Candidates will interview a practicing professional to assess views on the educational system, aspirations and goals of early childhood education.

NATURE OF COURSE CONTENT (Description and Relationship to Conceptual Framework):

Emphasis is on developmentally appropriate physical and socio-emotional environments, which nurture the development of social, competent, independent 3-8 year old children. Teaching and nurturing prosocial behaviors and development of appropriate behavioral expectations for very young children are

stressed to ensure competence of teacher candidates in meeting state licensure standards and NAEYC guidelines for appropriate practices.

CATALOGUE DESCRIPTION:

Behaviors in Early Childhood (3 credits): This course stresses developmentally appropriate techniques and materials fostering successful development and learning in young children, 3 through age 8. The purpose is to gain an understanding of behaviors of young children, behavior guidance, assessing, teaching and nurturing prosocial behaviors and development of appropriate behavioral expectations for very young children. The course includes 5 hours of clinical experience. **Prerequisite: ED 304 Principles of Early Childhood Learning.**

COURSE OBJECTIVES: NAEYC-National Association for the Education of Young Children

- Demonstrate appropriate human relations skills in working with diverse populations of students. (NAEYC: 3,1. 1,3.1.3.3.2,3.3,3.5.2)
- Discuss and utilize effective classroom management and techniques in early childhood settings. (NAEYC: 2.1,2.4)
- Develop plans for appropriate early childhood environments which foster independence, individuality, and self-regulation of learning and behavior. (NAEYC: 1.1,2.1.5.2.4)
- Demonstrate an understanding of behavior guidance and developmentally appropriate methodologies for addressing typical and atypical behavior of young children. (NAEYC: 1,2.1,1.2.2,2.1.8)
- Discuss methods of scaffolding and supporting friendships, pro-social behaviors, self-esteem, and self-control in young children. (NAEYC: 1,1,2.2)
- Discuss issues of diversity in learners which may affect the classroom environment (NAEYC: 1,1,2.2)
- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, encourage positive social interaction among children, promote positive strategies of conflict resolution, and develop self-control and self-esteem. (NAEYC: 1.2.3,4.6)

COURSE CONTENT:

- Developmentally Appropriate Practice Child Guidance: Authoritative Style and Decision-Making Model
- Constructing Child Guidance Decisions: Applying Knowledge of Child Development
- Observing and Assessing Behavior in Child Guidance
- Direct and Indirect Child Guidance – Positive Guidance and Discipline Strategies

- Early Childhood Classroom Management – Indirect Guidance
- Authentic Self-Esteem and Moral Identity
- Resilience and Stress in Childhood
- Emotional Intelligence and Anger management
- Preventing Violent Behavior and Understanding Aggression in Children
- Guiding the Development of Prosocial Behavior
- Developing an Eclectic Approach to Child Guidance

COURSE REQUIREMENTS:

Attend all classes unless prevented by illness or emergency.
Be on time and attend the entire class period.
Read assigned resources to gain knowledge of appropriate methods and learning experiences.
Bring assigned materials to class.
Actively participate in class and successfully complete classwork.
Turn in assignments when due.
Take and successfully pass the scheduled tests.
Participate in Blackboard discussions and activities, complete chapter study activities.
Demonstrate professional dispositions.
Complete observation activities in a child care center.
Explain the meaning and give examples of "developmentally appropriate child guidance."
Summarize the cognitive accomplishments of Piaget's first three stages and explain how guidance strategies may be affected by cognitive development.
Describe memory capacity, memory skill, and perceptual problems. Describe specific strategies for helping build memory skills and for dealing with perceptual limitations.
Define temperament and describe the three temperament styles.
Trace the development of self-control.
Name and describe three styles of care giving and their effect on development.
Describe the negative discipline strategies often used by authoritarian caregivers.
List six processes through which adults influence children.
Define discipline and positive discipline.
Describe the effect of positive discipline on development and the adult-child relationship.
Demonstrate the use of specific positive discipline strategies.
Identify the characteristics of developmentally appropriate physical environments for children 3-8 years of age.
Identify children's literature addressing appropriate behavior and character development.
Define and give a rationale for each type of classroom activity area.
Discuss confidentiality in the lab setting.

Course Assignments:

1. **Parent Letter -** Create a letter of introduction to parents of "your" students outlining your philosophy about how children learn best, your beliefs about discipline, and an overview of the types of instructional practices a parent might expect his/her child to encounter in your classroom. Your letter should be the beginnings of a close supportive connection between yourself as the teacher, the child, and the child's parents or guardians.
2. **Three examinations –** A midterm objective exam and a subjective exam, and a comprehensive final.
3. **Children's Literature Book Review –** Evaluation of children's literature that, through the storyline, reinforces good character traits in children.
4. **Procedure/Classroom Management Cards -** Development of classroom rules, procedure cards, and behavior policies appropriate for very young children.
5. **Evaluation of appropriate environments** for 3-5 year olds, both indoors and outdoors. Students will evaluate outdoor play areas for the following: play space availability, arrangement of equipment, safety, developmental appropriateness, engaging qualities, literacy supports (possibly centers), multicultural emphasis, and qualities that would foster independence and self-regulation.
6. **Observe, assess, and analyze** young children's behavior in a classroom setting and an outdoor play setting using a variety of assessment tools.

DIVERSITY:

Diversity will be addressed throughout the course and within all the topics.

TECHNOLOGY AND TEACHER EFFECTIVENESS:
Candidates will become familiar with web searches in relation to planning lesson activities and through researching early childhood programs. Candidates are expected to use Blackboard. Candidates will use presentation software to share research topics.

METHOD OF EVALUATION:
GRADING POLICY:
The number of points earned divided by the total possible points will yield the final grade. This numerical score will then be converted into the corresponding letter grade:

A	**93-100**	**I**	**Incomplete**
B	**85-92**	**W**	**Withdrawn**
C	**77-84**	**WP**	**Withdrawn Passing**
D	**69-76**	**WF**	**Withdrawn Failing**
F	**68 and below**	**P**	**Pass**

A "Teacher Dispositions" form will be completed for each candidate.

Teaching Strategies:

Large group discussion, small group discussion/activities, lecture, readings, projects, portfolios.

Class Attendance Policy:

Class participation and attendance are expected and required. Absences should occur only in unavoidable circumstances, and when possible, should be discussed with the instructor beforehand. Teacher candidates in education courses that meet once weekly may have no more than 3 absences per semester. Teacher candidates in education courses that meet twice weekly may have no more than 7 absences per semester. Teacher candidates in education courses that meet three times weekly may have no more than 10 absences per semester.

Tardiness to Class. Three "tardies," late arrivals, or three instances of leaving early, or a combination of the two will result in the student receiving 1 absence.

Attendance is important. Students must attend class and field experiences as scheduled. Field experiences are very difficult to reschedule, therefore, it may not always be possible to make up such experiences. Students are urged to keep this in mind.

When unable to attend class, please call my office or send an email prior to the absence.

Assigned Course Work:

All teacher candidate work should be submitted at the beginning of the class period on the due date. Work may not be submitted late except in extenuating circumstances, at the discretion of the instructor, and if accepted, may result in a lower grade.

Academic Dishonesty:

> **Accountability for Individual Work:** Unless otherwise directed, all papers and assignments are to represent the individual teacher candidate's efforts. Teacher candidates submitting a personal assignment that represents the collaborative works of others or the work of another individual will not be given credit for the assignments. If the offense constitutes cheating or plagiarism, university policy will be followed. Teacher candidates should not submit an assignment used in one class to fulfill a requirement in another class.

Cheating and Plagiarism:
Cheating and plagiarism are not tolerated. If cheating or plagiarism is suspected or established, university policy will be followed.

Dishonesty (plagiarism) will be referred to the University Academic Standards Committee for action. Students are subject to the university's honesty policy as stated in the 2014-2015 Bulletin.

Accommodations for Disabilities:

It is the responsibility of teacher candidates who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs. Teacher candidates are also encouraged to contact the Office of Academic Support for assistance in coordinating the accommodations process.

Grievance and Appeals:

Teacher candidates who have concerns or complaints about a grade, advisement, or an instructor should first schedule a meeting with the instructor or advisor to discuss and resolve the situation. If resolution cannot be reached, the teacher candidate may schedule a meeting with Dr. Riley, Chair, Department of Education. Appointments with Dr. Riley can be scheduled by contacting Ms. Cockrell, EDHS 306, 329-7191 or by emailing Dr. Riley, mhriley@muw.edu

No Smoking Policy:

The university has a no smoking policy in all buildings.

Cellular Phones:

Please turn the ringer off on cell phones during class.

Course References:

Beaty, J.J. 2006. *50 Early Childhood Guidance Strategies*. New York: Pearson.

Bell, S.H., Carr,V.W., Denno,D., Johnson, L.J., & Phillips, L.R.. 2004. *Challenging Behaviors in Early Childhood Settings: Creating a Place for All Children*. Baltimore, MD: Brookes.

Bruce, N., & Cairone, K. 2011. *Socially Strong, Emotionally Secure: 50 Activities to Promote Resilience in Young Children*. Silver Spring, MD: Gryphon House.

Gartrell, D. 2011. *A Guidance Approach for the Encouraging Classroom*. 5th ed. Belmont, CA: Wadsworth Cengage.

Harding-Swale, J. 2006. *Setting the Scene for Positive Behaviour in the Early Years: A Framework for Good Practice*. New York: Routledge.

Hemmeter, M.L., Fox, L., & Snyder, P. 2013. "A Tiered Model for Promoting Social-Emotional Competence and Addressing Challenging Behavior." Chap. 6 in *Handbook of Response to Intervention in Early Childhood*, eds. V. Buysse & E.S. Peisner-Feinberg, 85–102. Baltimore: Brookes.

HighScope. 2008. *Supporting Children in Resolving Conflicts*. DVD. 30 min. Ypsilanti, MI: Author.

Kersey, K., & Masterson, M.. 2013. *101 Principles for Positive Guidance With Young Children: Creating Responsive Teachers*. Saddle River, NJ: Pearson.

Rand, M.K. 2012. *The Positive Classroom: Creating an Effective Learning Community for Young Children*. Princeton, NJ: Princeton Square Press.

Rice, J.A. 2013. *The Kindness Curriculum: Stop Bullying Before It Starts*. St. Paul, MN: Redleaf.

Sheppy, S. 2009. *Personal, Social and Emotional Development in the Early Years Foundation Stage*. Practical Guidance in the Early Years Foundation Stage series, ed. S. Green. New York: Routledge.

Vardin, P. 2011. *Highly Successful Strategies to Guide Young Children's Behavior*. DVD, 23 min. Baldwin, NY: Educational Activities, Inc.

Whittaker, J.E.V., & Harden, B.J.. 2010. "Beyond ABCs and 123s: Enhancing Teacher-Child Relationship Quality to Promote Children's Behavioral Development." *NHSA Dialog* 13 (3): 185–91.

Mississippi University for Women

Educator Preparation Conceptual Framework

The **Mississippi University for Women Conceptual Framework** is based upon the *Educator as Reflective Decision Maker* and represents the foundational professional beliefs and practices guiding the development of educator candidates within the Mississippi University for Women Educator Preparation Program. The current model and framework were developed a number of years ago as a collaborative process involving the MUW faculty and constituency, and the unit has continued to find the framework relevant over time. Reviews and modifications have been used to update it and ensure continued viability.

The elements of the conceptual framework represent:

Diverse Educator Candidate Population (Foundation)

The foundation for the conceptual frameworks is the diverse educator candidate population. The faculty and administration of the university are committed to recruitment of a diverse educator candidate population. The challenges and responsibilities of the **Mississippi University for Women Educator Preparation Program Unit** are to nurture all candidates' individual differences while providing them with development of appropriate depth and breadth in their understanding and experiences related to content, pedagogy, content pedagogy, and professionalism as educators. The faculty seeks to develop within each candidate acquisition of knowledge, self-understanding, skills, and dispositions to practice appropriate professional reflective decision making.

Educator Preparation Program Knowledge Base (Next Pedestal of Support)

When undergraduate educator candidates initially enter Mississippi University for Women, they are introduced to a strong general knowledge base in core subject content areas through the required university general education curriculum. After admission to the Teacher Education Program, teacher candidates continue their studies in their professional education courses and are guided to develop knowledge, skills, and dispositions to be successful educators who practice reflectively. The curricula for all

educator preparation programs within the unit, including both content specific and professional education coursework, are based on well-founded theories and current research.

The knowledge base is delivered through an integration of experiences in both theory and practice for candidates. The pillars of the model represent all aspects of learning–knowledge, self-understanding, skills, and dispositions. For undergraduate educator candidates, a carefully articulated progression of clinical experiences begins in the (ED 302) *The Art and Science of Teaching* course and concludes with the full-time internship (ED 406. 407, 409) during the final professional education semester. For graduate candidates, theory and practical experiences, including internships, are integrated and embedded in required courses.

Educator candidates are encouraged and guided in using metacognition and reflection to develop self understanding. Their knowledge, skills, and dispositions are assessed at levels throughout the program, and feedback is provided to foster growth.

Knowledge Base, Self-Understanding, Skills, and Dispositions (Pillars of the Model)

Educator candidates in the **Mississippi University for Women Educator Preparation Program Unit** are expected to develop and demonstrate professional competency in the areas represented in the pillars on the model: (a) **applying knowledge** that is related to content, pedagogy, and content pedagogy; (b) **developing self-understanding** through guided reflection upon their own practices, beliefs, and skills development; (c)) **practicing appropriate teaching, leadership, and professional skills** that support positive impact on K-12 student learning; and (d) **acquiring and/or refining dispositions** that foster learning and positive human relationships, reflect appropriate work and professional ethics, and demonstrate reflection upon their own values and decision making.

The knowledge base is delivered through the programs of study for each degree program. The unit practices strategies to ensure that the professional education courses are delivered with continuity and purpose. The Education Department has at least two retreats each year, and curriculum mapping is an ongoing topic of their work. In addition, instructors in multiple sections of courses collaborate so that syllabi and expectations are consistent. Any adjunct faculty are expected to adhere to the established syllabi and delivery. Common texts are used in multiple sections and text books are chosen by the faculty in collaboration with the department chair. MUW does not accept any transfer of professional education courses from other institutions. The progression of study through the undergraduate programs require minimum grades of "C" in professional education courses, specific content courses, and other specific courses as identified in program materials. Professional education courses are defined

by the unit as those which provide components in theory in teaching and learning, pedagogy, or content pedagogy.

Reflective Decision Making (Entablature resting on the Pillars in the model)

The anticipated outcome for both graduate and undergraduate Educator Candidates is an ability to utilize reflective decision making in all aspects of professional practice. Candidates are guided in developing these skills through experiences in all aspects of the progression through their programs of study. Toward the accomplishment of this aim, the Mississippi University for Women Educator Preparation Program has adopted the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards of the National Board for Professional Teaching Standards as goals for aspiring teacher candidates. Experiences are aligned with these standards. For aspiring administrators, the alignment is with the Interstate School Leaders Licensure Consortium Standards, Educational Leadership Constituents Council, and the National Board of Professional Standards for Administrators. The Mississippi Curriculum Frameworks for K-12 Learners (MDE Website: http://www.mde.k12.ms.us/) is also used by teacher candidates. During the 2011-2012 academic year, the MUW faculty has engaged in Common Core training with anticipation that an alignment with Common Core Standards will be used as the Mississippi Curriculum Frameworks for K-12 Learners is currently used.

Continued Growth (Pediment above the Entablature)

Educator candidates are guided and encouraged throughout their programs of study to continue to develop professional skills throughout their careers and to pursue lifelong learning and professional growth. The pediment at top of the figure represents this goal for graduates of the programs. The university faculty are also expected to model these behaviors themselves in their own continued growth and professional behavior.

MISSISSIPPI UNIVERSITY FOR WOMEN
College of Education and Human Sciences
ED 319
Early Childhood Language and Literacy

TEXT: (Being reviewed)

Otto, B., (2010). *Language Development in Early childhood 3rd Edition.* Upper Saddle River, New Jersey: Pearson.

PREQUISITE: ED 304

COURSE GOALS (OBJECTIVES)

THE LEARNER AND LEARNING (INTASC)

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Candidates will apply knowledge of child language and literacy development and developmentally appropriate practice to planning lessons and selecting literacy materials for the early childhood classroom.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Candidates apply their understanding of the role of the early childhood teacher with regard to parents, family and the community in order to plan and implement curriculum that is relevant and responsive to every student.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Candidates design early learning classroom literacy centers based on principles of developmentally appropriate practice that meet research-based guidelines.

CONTENT KNOWLEDGE (INTASC)

Standard #4: Content Knowledge

The teacher understands the central concepts, tools on inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Students design developmentally appropriate lessons that connect learning objectives in all subject areas—science, social studies, mathematics, art, music, language arts and technology—with classroom activities and assessment strategies, incorporating Mississippi Common Core Early Learning Standards.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Candidates read to and design a learning activity for a pre-school environment during a field experience, engaging learners in critical thinking using literature and collaborating with teachers.

INSTRUCTIONAL PRACTICE (INTASC)

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Candidates spend time interacting with pre-school students observing their development and conservation and reflect on the experiences.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Candidates design an interdisciplinary resource unit, selecting activities that meet the developmentally appropriate cognitive, social, emotional growth needs of learners, incorporating Mississippi Common Core Early Learning Standards.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Candidates design early learning content activities appropriate for assigned age early childhood
class during field experiences.
Candidates will use appropriate children's literature in all activities.

PROFESSIONAL RESPONSIBILITY (INTASC)

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Candidates will complete a reflections journal based on selected course topics as well as begin to develop his/her own philosophy of early childhood literacy education.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Candidates will interview a practicing professional to assess views on the educational system, aspirations and goals of early childhood education.

NATURE OF COURSE CONTENT (Description and Relationship to Conceptual Framework):

The purpose of this course is to prepare teacher candidates for teaching PreK-K language arts. Candidates will understand the language development of young children. Candidates will understand the reading process (including the relationship between reading, writing, listening, and speaking as reflected in Mississippi's Early Learning and K-12 English language arts standards); the roles of diversity, individual needs and abilities in reading instruction; and how to organize their classrooms and select literature and materials to teach reading. Candidates will demonstrate teaching strategies, including technology, for comprehending written material. The reading/writing (composition) connecting will also be addressed. Teacher candidates will practice application of these strategies and concepts in a supervised field experience.

CATALOGUE DESCRIPTION:

ED 319: Early Childhood Language and Literacy (3 credits): This course examines language development of young children 3 through 8 years of age. Topics will include speech and language processes for communication, language development stages, theories of language acquisition, assessment of language development and activities that foster language development. Special attention will be paid to linguistically diverse populations and children whose language development differs from the expected norm, with regards to the most recent advances in the field. Selection and development of pre-reading/prewriting and reading and writing curricula for preschool and kindergarten will be addressed. There will be an emphasis on development of literacy and use of appropriate literature in instruction of young children 3 through 8 years of age. The course includes **5 hours of clinical experience**. ***Prerequisite: ED 304 Principles of Early Childhood Learning***.

COURSE OBJECTIVES:

- Describe the continuum of language development from infancy through school age.
- Explain how cultural and linguistic differences affect language and literacy development.
- Compare strategies for teaching reading and writing PK-2.
- Recommend strategies to support and enhance communication skills of young children with and without disabilities.

- Analyze the impact of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
- Discuss ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Describe augmentative and assistive communication strategies.
- Demonstrate communication strategies and resources to facilitate understanding of subject matter for English language learners.
- Develop ways to support and facilitate family and child interactions as primary contexts for learning and development.
- Demonstrate uses of technology in literacy instruction.
- Practice authentic assessments for literacy.

GOALS:

The instructor will:

- Explore the growth and development language potential of young children.
- Explore the four interrelated areas of language arts: listening, speaking, reading and writing.
- Familiarize candidates with the concepts of "emergent literacy" and the "whole child."
- Familiarize candidates with developmentally and culturally appropriate practice. (NAEYC standards and MS Early Childhood Standards.)
- Guide candidates to recognize their individual talents and gifts useful in language arts activities.
- Motivate candidates to utilize creativity and innovation in designing language learning experiences and materials for young children.
- Explore the recognition of children's literacy behaviors.
- Ensure that candidates exit the class with an extensive children's literature resource collection for both present and future use.
- Guide candidates to base their classroom actions and behavior on accepted practice and current theory and research.

Upon completion of course, the candidates will be able to:

- Describe the stages and process of language development in young children.
- Demonstrate the interrelationship of the four accepted areas of language arts and the connection to higher level thinking skills.

- Explain the concepts of "developmentally and culturally appropriate practice," "emergent literacy," and the "whole child."
- Discuss a curriculum that promotes language acquisition and literacy.
- Develop a variety of tools to implement a literacy-rich environment and age appropriate language arts program.
- Identify children's literacy behaviors.
- Identify/develop activities, strategies and techniques that promote language and literacy acquisition for both English and non-English speaking children.
- Plan, practice and implement creative and innovative language arts/literature based activities.
- Compile a language arts resource collection for present and future use.
- Discuss parents as partners in extending literacy and reading into the home.
- Explain the role of play in language and literacy development.
- Discuss print awareness and the relationship of sound to print.
- Identify phonemes, phonological awareness and alphabetic principle.
- Select quality books and literacy-rich materials for young children.
- Translate theory into practice by encouraging and establishing classroom actions/behaviors that reflect accepted early childhood professional practice as well as current theory and research.

COURSE REQUIREMENTS:

Attend all classes unless prevented by illness or emergency.
Be on time and attend the entire class period.
Read assigned resources to gain knowledge of appropriate methods and learning experiences.
Bring assigned materials to class.
Actively participate in class and successfully complete classwork.
Turn in assignments when due.
Take and successfully pass the scheduled tests.
Participate in Blackboard discussions and activities, complete chapter study activities
Demonstrate professional dispositions
Complete field experience activities in a child care center

DIVERSITY:

Diversity will be addressed throughout the course and within all the topics.

TECHNOLOGY AND TEACHER EFFECTIVENESS:

Candidates will become familiar with web searches in relation to planning lesson activities and through researching early childhood programs. Candidates are expected to use Blackboard. Candidates will use presentation software to share research topics.

METHOD OF EVALUATION:
GRADING POLICY:

The number of points earned divided by the total possible points will yield the final grade. This numerical score will then be converted into the corresponding letter grade:

A	**93-100**	**I**	**Incomplete**
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A "Teacher Dispositions" form will be completed for each candidate.

Teaching Strategies:
Large group discussion, small group discussion/activities, lecture, readings, projects, portfolios.

Class Attendance Policy:
Class participation and attendance are expected and required. Absences should occur only in unavoidable circumstances, and when possible, should be discussed with the instructor beforehand. Teacher candidates in education courses that meet once weekly may have no more than 3 absences per semester. Teacher candidates in education courses that meet twice weekly may have no more than 7 absences per semester. Teacher candidates in education courses that meet three times weekly may have no more than 10 absences per semester.

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Accountability for Individual Work. Unless otherwise directed, all papers and assignments are to represent the individual teacher candidate's efforts. Teacher candidates submitting a personal assignment that represents the collaborative works of others or the work of another individual will not be given credit for the assignments. If the offense constitutes cheating or plagiarism, university policy will be followed. Teacher candidates should not submit an assignment used in one class to fulfill a requirement in another class.

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Cellular Phones:

Please turn the ringer off on cell phones during class.

Course References:

August, D., & Shanahan, T., eds. 2006. *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth.* Mahwah, NJ: Erlbaum.

Bainer, C.C., & Myers, G.E., 2010. *Literacy in the Preschool Years: A Play Based Approach.* DVD & study guide. Oakland, CA: Blue Skies for Children.

Beaty, J.J. 2012. *50 Early Childhood Literacy Strategies.* Pearson Teaching Strategies series.3rd ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Beaty, J.J., & Pratt, L., 2013. *Early Literacy in Preschool and Kindergarten: A Multicultural Perspective.* 3rd ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Beck, I.L., M.G. McKeown, & L. Kucan. 2013. *Bringing Words to Life: Robust Vocabulary Instruction.* 2nd ed. New York: Guilford.

Dennis,L.R., & Votteler, N.K.. 2013. "Preschool Teachers and Children's Emergent Writing: Supporting Diverse Learners." *Early Childhood Education Journal* 41 (6): 439–46.

Dickinson, D.K., & Porche, M.V. 2011. "Relation Between Language Experiences in Preschool Classrooms and Children's Kindergarten and Fourth-Grade Language and Reading Abilities." *Child Development* 82 (3): 870—86.

Dollins, C. 2008. *The ABCs of Literacy: Preparing Our Children for Life-long Learning.* Nashville, TN: Cumberland House.

Elliott, E.M., & Olliff, C.B.. 2008. "Developmentally Appropriate Emergent Literacy Activities for Young Children: Adapting the Early Literacy and Learning Model." *Early Childhood Education Journal* 35 (6): 551–56.

Enz, B.J., & Morrow, L.M.. 2009. *Assessing Preschool Literacy Development: Informal and Formal Measures to Guide Instruction.* Newark, DE: International Reading Association. Available from NAEYC.

Hynes-Berry, M. 2012. *Don't Leave the Story in the Book: Using Literature to Guide Inquiry in Early Childhood Classrooms.* New York: Teachers College Press. Available from NAEYC.

Israel, S.E. 2008. *Early Reading First and Beyond: A Guide to Building Early Literacy Skills.* Thousand Oaks, CA: Corwin

Soderman, A.K., & Farrell, P.E. 2008. *Creating Literacy-Rich Preschools and Kindergartens.* Boston: Pearson.

Mississippi University for Women

Educator Preparation Conceptual Framework

The **Mississippi University for Women Conceptual Framework** is based upon the ***Educator as Reflective Decision Maker*** and represents the foundational professional beliefs and practices guiding the development of educator candidates within the Mississippi University for Women Educator Preparation Program. The current model and framework were developed a number of years ago as a collaborative process involving the MUW faculty and constituency, and the unit has continued to find the framework relevant over time. Reviews and modifications have been used to update it and ensure continued viability.

The elements of the conceptual framework represent:

Diverse Educator Candidate Population (Foundation)

The foundation for the conceptual frameworks is the diverse educator candidate population. The faculty and administration of the university are committed to recruitment of a diverse educator candidate population. The challenges and responsibilities of the **Mississippi University for Women Educator Preparation Program Unit**

are to nurture all candidates' individual differences while providing them with development of appropriate depth and breadth in their understanding and experiences related to content, pedagogy, content pedagogy, and professionalism as educators. The faculty seeks to develop within each candidate acquisition of knowledge, self-understanding, skills, and dispositions to practice appropriate professional reflective decision making.

Educator Preparation Program Knowledge Base (Next Pedestal of Support)

When undergraduate educator candidates initially enter Mississippi University for Women, they are introduced to a strong general knowledge base in core subject content areas through the required university general education curriculum. After admission to the Teacher Education Program, teacher candidates continue their studies in their professional education courses and are guided to develop knowledge, skills, and dispositions to be successful educators who practice reflectively. The curricula for all educator preparation programs within the unit, including both content specific and professional education coursework, are based on well-founded theories and current research.

The knowledge base is delivered through an integration of experiences in both theory and practice for candidates. The pillars of the model represent all aspects of learning– knowledge, self-understanding, skills, and dispositions. For undergraduate educator candidates, a carefully articulated progression of clinical experiences begins in the (ED 302) *The Art and Science of Teaching* course and concludes with the full-time internship (ED 406. 407, 409) during the final professional education semester. For graduate candidates, theory and practical experiences, including internships, are integrated and embedded in required courses.

Educator candidates are encouraged and guided in using metacognition and reflection to develop self understanding. Their knowledge, skills, and dispositions are assessed at levels throughout the program, and feedback is provided to foster growth.

Knowledge Base, Self-Understanding, Skills, and Dispositions (Pillars of the Model)

Educator candidates in the **Mississippi University for Women Educator Preparation Program Unit** are expected to develop and demonstrate professional competency in the areas represented in the pillars on the model: (a) **applying knowledge** that is related to content, pedagogy, and content pedagogy; (b) **developing self-understanding** through guided reflection upon their own practices, beliefs, and skills development; (c)) **practicing appropriate teaching, leadership, and professional skills** that support positive impact on K-12 student learning; and (d) **acquiring and/or refining dispositions** that foster learning and positive human relationships, reflect appropriate work and professional ethics, and demonstrate reflection upon their own values and decision making.

The knowledge base is delivered through the programs of study for each degree program. The unit practices strategies to ensure that the professional education courses are delivered with continuity and purpose. The Education Department has at least two retreats each year, and curriculum mapping is an ongoing topic of their work. In addition, instructors in multiple sections of courses collaborate so that syllabi and expectations are consistent. Any adjunct faculty are expected to adhere to the established syllabi and delivery. Common texts are used in multiple sections and text books are chosen by the faculty in collaboration with the department chair. MUW does not accept any transfer of professional education courses from other institutions. The progression of study through the undergraduate programs require minimum grades of "C" in professional education courses, specific content courses, and other specific courses as identified in program materials. Professional education courses are defined by the unit as those which provide components in theory in teaching and learning, pedagogy, or content pedagogy.

Reflective Decision Making (Entablature resting on the Pillars in the model)

The anticipated outcome for both graduate and undergraduate Educator Candidates is an ability to utilize reflective decision making in all aspects of professional practice. Candidates are guided in developing these skills through experiences in all aspects of the progression through their programs of study. Toward the accomplishment of this aim, the Mississippi University for Women Educator Preparation Program has adopted the principles of the

Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards of the National Board for Professional Teaching Standards as goals for aspiring teacher candidates. Experiences are aligned with these standards. For aspiring administrators, the alignment is with the Interstate School Leaders Licensure Consortium Standards, Educational Leadership Constituents Council, and the National Board of Professional Standards for Administrators. The Mississippi Curriculum Frameworks for K-12 Learners (MDE Website: http://www.mde.k12.ms.us/) is also used by teacher candidates. During the 2011-2012 academic year, the MUW faculty has engaged in Common Core training with anticipation that an alignment with Common Core Standards will be used as the Mississippi Curriculum Frameworks for K-12 Learners is currently used.

Continued Growth (Pediment above the Entablature)

Educator candidates are guided and encouraged throughout their programs of study to continue to develop professional skills throughout their careers and to pursue lifelong learning and professional growth. The pediment at top of the figure represents this goal for graduates of the programs. The university faculty are also expected to model these behaviors themselves in their own continued growth and professional behavior.

MISSISSIPPI UNIVERSITY FOR WOMEN
College of Education and Human Sciences
ED 320
Developmentally Appropriate Materials and Methods in Early Childhood Education

TEXT:

Selmi, A. M., Galligher, R. J. & Mora-Flores, E. (2015) Early *Childhood Curriculum for All Learners: Integrating Play and Literacy Activities. Thousand Oaks: Sage.*

Prequisites:

ED 317, ED 319

COURSE GOALS (OBJECTIVES)

THE LEARNER AND LEARNING (INTASC)

Standard #1: Learner Development

The teacher understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Candidates will apply knowledge of child development and developmentally appropriate practice to planning lessons and selecting materials for the early childhood classroom.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Candidates apply their understanding of the role of the early childhood teacher with regard to parents, family and the community in order to plan and implement curriculum that is relevant and responsive to every student.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Candidates design early learning classroom learning centers based on principles of developmentally appropriate practice that meet research-based guidelines.

CONTENT KNOWLEDGE (INTASC)

Standard #4: Content Knowledge

The teacher understands the central concepts, tools on inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Students design developmentally appropriate lessons that connect learning objectives in all subject areas—science, social studies, mathematics, art, music, language arts and technology—with classroom activities and assessment strategies, incorporating Mississippi Common Core Early Learning Standards.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Candidates read to and design a learning activity for a pre-school environment during a field experience, engaging learners in critical thinking using literature and collaborating with teachers.

INSTRUCTIONAL PRACTICE (INTASC)

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Candidates spend time interacting with pre-school students observing their development and conservation and reflect on the experiences.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Candidates design an interdisciplinary resource unit, selecting activities that meet the developmentally appropriate cognitive, social, emotional growth needs of learners, incorporating Mississippi Common Core Early Learning Standards.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Candidates design early learning content activities appropriate for assigned age early childhood
class during field experiences.

PROFESSIONAL RESPONSIBILITY (INTASC)

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Candidates will complete a reflections journal based on selected course topics as well as begin to develop his/her own philosophy of early childhood education.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Candidates will interview a practicing professional to assess views on the educational system, aspirations and goals of early childhood education.

NATURE OF COURSE CONTENT (Description and Relationship to Conceptual Framework):

This course provides a conceptual framework for understanding the roles of early childhood professionals and a knowledge base of current practices in the field of educating children from birth through the age of eight. A high quality program provides a safe and nurturing environment that promotes the physical, social emotional and cognitive development of young children, infancy through age 8 years, while responding to the needs of families. A major determinant of this quality is the extent to which knowledge of child development is applied in program practices - the degree to which the program is developmentally appropriate.

CATALOGUE DESCRIPTION:

ED 320: Developmentally Appropriate Materials and Methods in Early Childhood Education (3 credits): This course addresses developmentally appropriate techniques and materials fostering successful development and learning in young children, infancy through age 8. This is a three credit hour course designed for prospective early childhood teachers. The purpose is to help students gain an understanding of developmentally appropriate methods and materials for use with young children ages 3 through 8 years of age. The course includes **5 hours of clinical experience**. ***Prerequisites: ED 317 Behaviors in Early Childhood and ED 319 Early Childhood Language and Literacy.***

COURSE REQUIREMENTS:

Attend all classes unless prevented by illness or emergency.
Be on time and attend the entire class period.
Read assigned resources to gain knowledge of appropriate methods and learning experiences.
Bring assigned materials to class.
Actively participate in class and successfully complete classwork.
Turn in assignments when due.
Take and successfully pass the scheduled tests.

Participate in Blackboard discussions and activities, complete chapter study activities.
Demonstrate professional dispositions.
Complete field experience activities in a child care center.
Research effective strategies for the involvement of families in programs serving young children.
Research the concepts and theories of developmentally appropriate practices.
Apply knowledge of developmentally appropriate practices to define and evaluate methods and materials for young children.
Identify principles of developmentally appropriate practices in creating a safe, healthy Learning environment for children.
Apply principles of developmentally appropriate practices to advance physical and intellectual competence.
Demonstrate principles of developmentally appropriate practices to support social and emotional development and provide positive guidance.
Evaluate developmentally appropriate physical, social-emotional, and cognitive language activities, materials/equipment, schedules and learning environments, for programs serving children 3 through 8 years of age.
Examine the role of curriculum in the planning of appropriate activities for young children, to include the preparation of lesson plans, the development of schedules and classroom design.
Use methods and materials which provide opportunities to encourage curiosity, exploration, problem solving, verbal and non-verbal communication, creativity, positive self- esteem and basic concept development in children, infancy to age 8 years.

Candidate Assignments:

Common Core, Mississippi Framework, NAEYC Reseach
Article Reviews
Lesson Plan for a language arts, science, and math learning center for two developmental stages.
Demonstrate and provide written instructions for a large motor skill activity, a small motor skill activity and include creative movement in at least one of the activities
Present a read aloud using a book to motivate listening and provide a short activity to follow.
Plan and present an activity supporting creativity for two developmental stages. Must include art and music.
Develop a five day integrated thematic unit for a pre-k class.
Reflection on field experiences.

DIVERSITY:

Diversity will be addressed throughout the course and within all the topics.

TECHNOLOGY AND TEACHER EFFECTIVENESS:

Candidates will become familiar with web searches in relation to planning lesson activities and through researching early childhood programs. Candidates are expected to use Blackboard. Candidates will use presentation software to share research topics.

METHOD OF EVALUATION:

GRADING POLICY:

The number of points earned divided by the total possible points will yield the final grade. This numerical score will then be converted into the corresponding letter grade:

A	**93-100**	**I**	**Incomplete**
B	**85-92**	**W**	**Withdrawn**
C	**77-84**	**WP**	**Withdrawn Passing**
D	**69-76**	**WF**	**Withdrawn Failing**
F	**68 and below**	**P**	**Pass**

A "Teacher Dispositions" form will be completed for each candidate.

Teaching Strategies:

Large group discussion, small group discussion/activities, lecture, readings, projects, portfolios.

Class Attendance Policy:

Class participation and attendance are expected and required. Absences should occur only in unavoidable circumstances, and when possible, should be discussed with the instructor beforehand. Teacher candidates in education courses that meet once weekly may have no more than 3 absences per semester. Teacher candidates in education courses that meet twice weekly may have no more than 7 absences per semester. Teacher candidates in education courses that meet three times weekly may have no more than 10 absences per semester.

Tardiness to Class:

Three "tardies," late arrivals, or three instances of leaving early, or a combination

of the two will result in the student receiving 1 absence.
Attendance is important. Students must attend class and field experiences as scheduled. Field experiences are very difficult to reschedule, therefore, it may not always be possible to make up such experiences. Students are urged to keep this in mind.

When unable to attend class, please call my office or send an email.

Assigned Course Work:

All teacher candidate work should be submitted at the beginning of the class period on the due date. Work may not be submitted late except in extenuating circumstances, at the discretion of the instructor, and if accepted, may result in a lower grade.

Academic Dishonesty:

Accountability for Individual Work. Unless otherwise directed, all papers and assignments are to represent the individual teacher candidate's efforts. Teacher candidates submitting a personal assignment that represents the collaborative works of others or the work of another individual will not be given credit for the assignments. If the offense constitutes cheating or plagiarism, university policy will be followed. Teacher candidates should not submit an assignment used in one class to fulfill a requirement in another class.

Cheating and Plagiarism:

Cheating and plagiarism are not tolerated. If cheating or plagiarism is suspected or established, university policy will be followed.

Dishonesty (plagiarism) will be referred to the University Academic Standards Committee for action. Students are subject to the university's honesty policy as stated in the 2007-2008 Bulletin on page 53-55.

Accommodations for Disabilities:

It is the responsibility of teacher candidates who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs. Teacher candidates are also encouraged to contact the Office of Academic Support for assistance in coordinating the accommodations process.

Grievance and Appeals:

Teacher candidates who have concerns or complaints about a grade, advisement, or an instructor should first schedule a meeting with the instructor or advisor to discuss and resolve the situation. If resolution cannot be reached, the teacher candidate may schedule a meeting with Dr. Riley, Chair, Department

of Education. Appointments with Dr. Riley can be scheduled by contacting Ms. Cockrell, EDHS 306, 329-7191 or by emailing Dr. Riley, mhriley@muw.edu

No Smoking Policy:

The university has a no smoking policy in all buildings.

Cellular Phones:

Please turn the ring off on cell phones during class.

Course References:

Bentley, D.F. 2013. *Everyday Artists: Inquiry and Creativity in the Early Childhood Classroom.* New York: Teachers College Press.

Brown, S., & Vaughn, C. 2009. *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul.* New York: Avery.

Ebbeck, M., & Waniganayake, M. 2010. *Play in Early Childhood Education: Learning in Diverse Contexts.* New York: Oxford University Press.

Edmiston, B. 2008. *Forming Ethical Identities in Early Childhood Play.* Contesting Early Childhood Series. New York: Routledge.

Fleer, M. 2010. *Early Learning and Development: Cultural-Historical Concepts in Play.* New York: Cambridge University Press.

Gilbert, J., Harte, H.A., & Patrick, C. "Purposeful Play Leads to School Readiness." *Dimensions of Early Childhood* 39 (1): 29–37.

Johnson, J.E., & Christie, J.F. 2009. "Play and Digital Media." *Computers in the Schools* 26 (4): 284–89.

Krechevsky, M., Rivard, M., & Burton, F.R. 2010. "Accountability in Three Realms: Making Learning Visible Inside and Outside the Classroom." *Theory Into Practice* 49 (1): 64–71.

Rogers, S., ed. 2010. *Rethinking Play and Pedagogy in Early Childhood Education: Concepts, Contexts and Cultures*. New York: Routledge.

Vygotsky, L.S. [1933] 1976. "Play and Its Role in the Mental Development of the Child." In *Play: Its Role in Development and Evolution*, eds. J.S. Bruner, A. Jolly, & K. Sylva, 536–52. New York: Basic Books.

Weisberg, D.S., Hirsh-Pasek, K., & Golinkoff, R.M. 2013. "Guided Play: Where Curricular Goals Meet a Playful Pedagogy." *Mind, Brain, and Education* 7 (2): 104–12.

Mississippi University for Women

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Reflective Decision Making (Entablature resting on the Pillars in the model)

The anticipated outcome for both graduate and undergraduate Educator Candidates is an ability to utilize reflective decision making in all aspects of professional practice. Candidates are guided in developing these skills through experiences in all aspects of the progression through their programs of study. Toward the accomplishment of this

aim, the Mississippi University for Women Educator Preparation Program has adopted the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards of the National Board for Professional Teaching Standards as goals for aspiring teacher candidates. Experiences are aligned with these standards. For aspiring administrators, the alignment is with the Interstate School Leaders Licensure Consortium Standards, Educational Leadership Constituents Council, and the National Board of Professional Standards for Administrators. The Mississippi Curriculum Frameworks for K-12 Learners (MDE Website: http://www.mde.k12.ms.us/) is also used by teacher candidates. During the 2011-2012 academic year, the MUW faculty has engaged in Common Core training with anticipation that an alignment with Common Core Standards will be used as the Mississippi Curriculum Frameworks for K-12 Learners is currently used.

Continued Growth (Pediment above the Entablature)

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PSY 335: Child Behavior modification: Typical and Special needs

Fall 2015
CRN: XXX
Instructor: Mallory Malkin, Ph.D. (Assistant Professor of Psychology)
Office: EDHS 325
Office Phone: 662-329-7144
OFFICE HOURS:
Email to schedule an appointment outside of scheduled office hours

Email: mlmalkin@muw.edu

Students are Responsible for the Material Presented in this Syllabus

Requirements:

Text:

Martin, G. L., & Pear, J. (2015). *Behavior Modification: What It Is and How To Do It* (10th ed.). Upper Saddle River, New Jersey: Pearson Education.

Recommended Texts:

Publication manual of the American psychological association (6th edition). Washington DC: American Psychological Association, 2010.

Rosnow, R.L., & Rosnow, M. (2012). *Writing Papers in Psychology: Proposals, Research Papers, Literature Reviews, Poster Presentation and Concise Reports.* (9th edition). Belmont, California: Wadsworth Publishing.

Additional Readings:

Instructor may assign additional readings at her discretion throughout the semester based on course content and interest of students. Instructor will provide ample notice of any additional reading assignments

1) Desruisseaux, J., Fader, N., & Wingo, A. (2012). Rad Reward Card. *Journal of Family Psychotherapy, 23*, 159-162.

2) Myers, S. M., & Johnson, C. P. (2007). Management of children with autism spectrum disorders. *American Academy of Pediatrics, 120*, 1162-1182.

3) Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist, 53*, 109.

4) Smith, T., Eikeseth, S., Klevstrand, M., & Lovaas, O. I. (1997). Intensive behavioral treatment for preschoolers with severe mental retardation and pervasive developmental disorder. *American Journal on Mental Retardation,102*, 238-249.

5) Vujnovic, R. K., Fabiano, G. A., Waschbusch, D. A., Pelham, W. E., Greiner, A., Gera, S., & Buck, M. (2014). Preliminary Psychometric Properties of an Observation System to Assess Teachers' Use of Effective Behavior Support Strategies in Preschool Classrooms. *Education and Treatment of Children, 37*, 323-346.

Helpful resources:

https://owl.english.purdue.edu/owl/resource/560/01/

MUW Banner: https://ssb.muw.edu/pls/prod/twbkwbis.P_WWWLogin

MUW Library: http://web3.muw.edu/library/

MUW Blackboard: http://muw.blackboard.com

Course Content:

PSY 335: Child Behavior Modification: Typical and Special Needs (3 credits): This course reviews the methods, constructs, and principles of behavior analysis and behavior modification, including the application of observation and behavioral modification techniques in the home and in the classroom for children and adolescents with both typical and special needs. The course will include an in-class component as well as an observational learning component. ***Pre-requisites: ED 304 Principles of Early Childhood Learning, ED 306 Introduction to Exceptional Learners, ED 317 Behaviors in Early Childhood for Education Majors or PSY 206 Human Growth and PSY 302 Child Psychology for Psychology Majors.***

Goals:

Upon completion of this course, the student should be able to:

1. Define key behavior analysis and behavior modification terms including: behavior, positive and negative reinforcement, extinction, shaping, intermittent reinforcement, stimulus discrimination and generalization, respondent conditioning, behavior chaining, punishment, contingency management, and token economies.
2. Observe and interpret behaviors in a developmentally appropriate context (e.g., autism spectrum disorders, oppositional defiant disorder, intellectual developmental disability)
3. Explain how a functional analysis is performed on a specific behavioral problem
4. Develop and perform a functional analysis of behavior
5. Understand the practical components and limitations of behavior modification

GRADING POLICY:

Grades for the course will be assigned based on the percentage of total possible points earned by the student.

90 – 100% = **A** 80 – 89% = **B** 70 – 79% = **C** 60 – 69% = **D** 59 & below = **F**

Each Exam will be worth *100 points* (4 exams = *400 points*).

Class Participation will be worth *50 points.* (docked points for too many absences, frequently late, unengaged in course material/discussion).

Observational Learning Assignments will be worth *100 points* (4 observations = *400 points*)

Grade = Earned Points / 850pts (e.g., 680/850 = 80% = B)

Academic Integrity:

Academic dishonesty (e.g., cheating or plagiarism) will not be tolerated and will be handled according to university policy (see the current bulletin for the details on this policy). Examples of cheating include, but not limited to: looking at notes or at your classmate's answers during an exam, copying someone else's work for an assignment, doing an assignment for an absent friend/classmate, turning in work that has been completed to meet the requirements of another course.

Misrepresenting someone else's work as your own constitutes plagiarism. Plagiarism involves using another's ideas without citing the source and using another's words without both citing the source *and* using quotation marks. A good rule is to use quotation marks whenever a string of 3 or more words is copied directly from a source (e.g., when taking notes from a journal article).

When warranted, incidents will be reported to the Vice President of Academic Affairs/Provost. If you are concerned at all, I strongly encourage students to meet with me to discuss this issue before turning in an assignment.

Class Attendance Policy:

Each student is expected to arrive on-time and stay for the entire class period. Excused and unexcused absences are BOTH counted toward the total number of absences in the course. In order to earn credit for the course, students must meet the university's standard, which is a minimum requirement of attending 50% of scheduled classes.

If you miss class, **YOU ARE STILL RESPONSIBLE FOR OBTAINING NOTES, HANDOUTS, and ASSIGNMENTS** (see a classmate for notes; check in with me, as well as Blackboard for additional information)

If you arrive late (i.e., after attendance has been taken) **YOU MUST SEE ME BEFORE LEAVING CLASS IN ORDER TO BE COUNTED PRESENT FOR THE DAY.**

Participation is expected of everyone in the class and you are strongly encouraged to ask questions, contribute to discussion, and be engaged in the various activities and exercises during class.

Classroom Behavior:

A safe and respectful learning environment is extremely important and will be diligently enforced by the instructor. Appropriate classroom behavior is expected at all times and disruptive or rude behavior will not be tolerated. Such behaviors include, but are not limited to: sleeping in class, talking during the lecture, entering or leaving the room while class is in progress, and surfing the web during class. Out of respect for classmates, students are expected to disable their cell phones, pagers, and other noise-making devices before entering the classroom. *The use of these disruptive electronic devices (including text-messaging) during class is prohibited.*

Cell phones must be turned off or silent and out of sight during exams and quizzes. *If I see a cell phone out during an exam, you will be asked to turn in your exam at that time and it will be graded as completed.*

If special circumstances arise and you know that you are expecting an important call or need to make a call, please let me know prior to class. If your cell phone accidentally goes off during class, you may be asked to dance or act out a skit in front of the class or bring chocolate to the next class.

Disability Policy:

The university does not discriminate on the basis of disability. Reasonable accommodations will be made for any student with a documented disability. Students in need of special accommodations due to a disability are encouraged to speak with me personally, as soon as possible, so I can make sure arrangements have been made to meet the student's needs. The student should also contact the Student Success Center Disability Services Coordinator to maintain communication and appropriate documentation.

Academic Support:

Students are encouraged to seek out assistance and support through the Student Success Center (e.g., study skills, tutoring, etc.) http://web3.muw.edu/ssc

Smoking Policy: MUW has a no smoking policy in all campus buildings

Exceptions/Extensions: If you wish to request an exception be made in your favor to any of the noted requirements or policies, you must make such a request in writing (email is appropriate) before the listed penalty deadline. Do not wait until the night before or the morning of an

assignment, exam, etc. to request an exception or extension. *All requests will be approved or denied at my discretion.*

COURSE REQUIREMENTS:

Assignments:

ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF EACH CLASS (including any extra credit).

ASSIGNMENTS WILL BE docked 10% of the total points for each day (Monday through Friday) that they are late.

Students are expected to read the assigned chapter in the text ***PRIOR TO THE SCHEDULED CLASS.*** *This provides the student with ample opportunities to ask questions about the material during the class. The content of the course will focus on material in the text, as well as additional supplemental resources.* ***Students are responsible for all material presented in class, whether they are in attendance or not.***

Quizzes: Extra Credit Pop Quizzes may be given at the instructor's discretion throughout the semester, without prior notice.

Exams:

Exams will cover readings from the text, supplemental resources, and class lectures. There will be a total of four (4) exams consisting of multiple-choice, true/false, and matching items. Each exam will be taken using a **scantron sheet and #2 pencil** and must be completed in the allotted class time. *No exams will be dropped in the calculation of the final grade and exam grades will not be curved.* Exams are not cumulative.

Make-up Exams

Make-up exams will be administered only under the most extraordinary circumstances. Barring a natural disaster or death in the family, the only acceptable excuse for missing an exam is a written physician's note stating that you were too ill to take the exam. A score of zero will be assigned for missed exams without a valid excuse.

Observational Learning Assignments: (total of 4 assignments)

See syllabus for due dates

Each Assignment requires a 3-5 page (double spaced) APA Format Observation Paper with regard to observational experience. Use only objective and descriptive language. Rubrics will be provided for grading

Each Assignment must include the following:

1) Duration of observation
2) Gender, approximate age, ethnicity of child or children
3) Description of observational setting and classroom setting (e.g., # of children, # of teachers, setup of classroom)
4) Target behaviors
5) Challenges or barriers to observation
6) Chart of frequency and duration of target behavior(s)

Assignment 1: a) Include all required information above, b) identify target behavior(s) and describe why target behavior was chosen, c) count the frequency and duration of target behavior, d) discuss any observed reinforcement (be specific) and any noted results of reinforcement (Did it work? How do you know?)

Assignment 2: a) Include all required information above, b) identify target behavior(s) and describe why target behavior was chosen, c) count the frequency and duration of target behavior, d) discuss any observed reinforcement (be specific) and any noted results of reinforcement (Did it work? How do you know?), e) what were the noted schedules of reinforcement, f) was the child exhibiting or attempting any self-control (How do you know?), g) was the teacher implementing any method to encourage self-control, h) any noted attempts of escape and/or avoidance (How do you know?), i) any noted forms of punishment or discipline

Assignment 3: a) Include all required information above, b) identify target behavior(s) and describe why target behavior was chosen, c) count the frequency and duration of target behavior, d) discuss any observed reinforcement (be specific) and any noted results of reinforcement (Did it work? How do you know?), e) what were the noted schedules of reinforcement, f) was the child exhibiting or attempting any self-control (How do you know?), g) was the teacher implementing any method to encourage self-control, h) any noted attempts of escape and/or avoidance (How do you know?), i) any noted forms of punishment or discipline, j) any noted modeling or antecedent control, k) any noted behavioral assessment utilized in classroom

Assignment 4: a) Include all required information above, b) identify target behavior(s) and describe why target behavior was chosen, c) count the frequency and duration of target behavior, d) discuss any observed reinforcement (be specific) and any noted results of reinforcement (Did it work? How do you know?), e) what were the noted schedules of reinforcement, f) was the child exhibiting or attempting any self-control (How do you know?), g) was the teacher implementing any method to encourage self-control, h) any noted attempts of escape and/or avoidance (How do you know?), i) any noted forms of punishment or discipline, j) any noted modeling or antecedent control, k) any noted behavioral assessment utilized in classroom and is it successful, l) any noted token economy systems and are they successful (How do you know?), m) provide an overall analysis of target behavior and whether there were any effective and/or ineffective methods of behavioral modification.

All dates are tentative and are subject to change at any time.
Additional activities, guest lecturers, etc. may be added to supplement or replace planned material at the discretion of the instructor.

CLASS DATE	TOPIC/ASSIGNMENT DUE	CHAPTER
Week 1	Overview of Syllabus Class Expectations	--
Week 2	Introduction..... A Brief History of Behavior Analysis.....	1 29
Week 3	Areas of Application..... Respondent/Classical Conditioning.....	2 3
Week 4	Positive Reinforcement..... Conditioned Reinforcement..... *Desruisseaux, J., Fader, N., & Wingo, A. (2012)* **EXAM 1**	4 5 --
Week 5	Extinction..... Shaping..... **--Assignment 1 Due—**	6 7 --
Week 6	Schedules of Reinforcement..... Developing Self-Control.....	8 26

Week 8	Stimulus Discrimination & Generalization.....	**9**
	Fading.....	**10**
Week 9	Behavioral Chaining.....	**11**
	Differential Reinforcement.....	**12**
Week 10	Punishment.....	**13**
	Escape & Avoidance.....	**14**
	--Assignment 2 Due—	**--**
Week 11	Respondent & Operant Conditioning.....	**15**
	Generality of Behavioral Change.....	**16**
	Ramey, C. T., & Ramey, S. L. (1998)	
	EXAM 2	
Week 12	Antecedent Control.....	**17**
	Modeling & Guidance.....	**18**
Week 13	Motivation.....	**19**
	Behavioral Assessment.....	**20**
	Smith et al. (1997)	**--**
	Vujnovic et al. (2014)	
Week 14	Direct Behavioral Assessment.....	**21**
	Research in Behavior Modification.....	**22**
	--Assignment 3 Due—	**--**
Week 15	Functional Assessment.....	**23**
	Planning & Evaluating a Treatment Program.....	**24**
	Myers, S. M., & Johnson, C. P. (2007)	
	EXAM 3	
Week 16	Token Economies.....	**25**
	Cognitive Behavior Modification.....	**27**
Week 17	Ethical Issues.....	**30**
	--Assignment 4 Due—	**--**
	FINAL EXAM	

EXTRA CREDIT OPPORTUNITIES (Maximum of 20pts)

* Additional Extra Credit, beyond the maximum of 20 pts and/or available extra credit options, may be added at the discretion of the instructor. *

1) Unannounced Pop Quizzes at the beginning of class, at the discretion of the instructor (up to 3 points each could be earned)

Holidays, Breaks, & IMPORTANT DATES

- August 20th, 2015
  - Classes Begin
- August 26th, 2015
  - Last Day for 100% refund on drop and/or withdrawal
  - Last day to ADD and/or DROP a course via Banner Web
- September 7th, 2015

- ***LABOR DAY HOLIDAY***
- September 30th, 2015
  - Last day to Drop or Withdraw without receiving a grade of WP or WF
  - Last day to Submit Change of Major Form
  - Last Day to Change from Credit to Audit
- October 12th & 13th, 2015
  - ***FALL BREAK***
- November 7th, 2014
  - Last Day to Drop a Full-Term Class
- November 25th, 26th, & 27th, 2015
  - ***THANKSGIVING HOLIDAY***
- December 7th – 11th, 2015
  - Final Exams
- December 11th, 2015
  - Commencement

MUW
Family Studies

FS 337

Parenting and Guidance of the Young Child

Semester: XXX 2015

Times: XXX
Room: XXX

Instructor: Dorothy Berglund, Ph.D., CFLE
Phone: 329-7327
Office: 324 EDHS
E-mail:dmberglund@muw.edu
Office hours: MW 12-2 pm
TR 12:30-2:30 pm

Prerequisites:

PSY 206 with at least a "C".

Required texts:

Brooks, J.B. (2013). *The process of parenting* (9th ed.). New York: McGraw Hill.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms.* Clifton Park, NJ: Thomspon.

Supplemental readings will be posted on Blackboard (BB) according to due date; see syllabus for author reference.

Recommended text:

Publication manual of the APA—6th edition.

Course Content:

FS 337: Parenting and Guidance of the Young Child (3 credits): Focuses on the process of parenting and the guidance of children from infancy through early childhood using guidance principles appropriate for teachers, parents, and others working with children. Provides information on the use of guidance techniques and child development principles appropriate for working and living with young children. **Prerequisite: PSY 206 Human Growth and Development.**

Course Goals:

1. Describe parenting as a process.

2. Evaluate how theories of child development can inform child caregiving practices.

3. Differentiate between effective and ineffective child guidance techniques and strategies.

4. Develop child guidance strategies that can teach children democratic life skills.

5. Differentiate between guidance and discipline/punishment.

6. Appraise effective strategies for dealing with misbehavior v. mistaken behavior.

7. Develop a plan for working together with parents to guide young children.

Course Requirements:

PLEASE NOTE:

- Failure to complete all course requirements will result in the grade of F being assigned for the course. If all requirements for the course are completed, you might earn a passing grade; however, you might not earn the C grade required by the family studies program (the final grade you earn, assuming all assignments are completed, depends on the quality of your work and whether or not your work is turned in on time).

- Late assignments will not be accepted. All assignments (with the exception of those that are to be completed during class time) are to be submitted electronically via BB. An electronic drop box will be set up for your convenience. By having all assignments in a virtual format, we can save trees (and copy and print costs) and I will know that you turned your work in on time. Late assignments will not be accepted. All assignments are due via BB **prior** to the beginning of the class period for which they are assigned. By

having all assignments in a virtual format, we can save trees (and copy and print costs) and I will know that you turned your work in on time. If not turned in at the assigned time, late assignments will not be accepted for grading purposes. If the assignment is related to an exam or other major course assignment, I will look at your work and make suggestions for improvement; however, no grade will be assigned. **Please note:** Because of problems with the grading system within BB, I will not return your papers via BB; I will return them in class.

- You should read each chapter prior to its being assigned in class and be prepared to participate in class based on the material.

- Correct spelling and grammar are among the criteria included in the evaluation of all written assignments.

- If you are absent or late for class, it is expected that you will take responsibility to get notes, etc. Absences and/or lateness will not be acceptable excuses for misunderstanding or not completing assignments. **All assignments and daily class outlines will be posed on BB, so that you can print out your own copies and bring them to class. I will not bring extra handouts to class.**

- If you have any questions or concerns about the course, you MUST come see me during regularly scheduled office hours or make an appointment. If you attempt to interrupt me while I am teaching another course, I will not respond to your interruption, and I will shut the classroom door.

- If you bring cellphones to class, and the ring tone goes off during class, you will be asked to bring us all some sort of snack item for all of us for the next class period. Your cellphones, and, indeed, all electronic devices not used for note-taking and/or class discussion purposes, MUST be put away in your bag for the duration of the class. The first infraction of this policy will result in a warning; each subsequent infraction will result in the loss of half a letter grade per infraction.

- **As per departmental policy, if you miss 50% or more of the classes in this course, you will earn an F or a WF. There is no difference between excused and unexcused absences. If you miss class, you will be**

counted as absent regardless of the reason for your absence. You have the right to appeal a grade awarded because of excessive absences through the normal academic appeals process.

- To contact me regarding the course, you may send an e-mail to me using my W e-mail address as listed at the top of this syllabus. If you have an immediate concern, you should contact me via my regular W e-mail. When you do so, please indicate who you are by name, which specific assignment you are finding challenging, and which class you are contacting me about. I will not respond if all I receive from you is some vague request about an assignment with no signature (and only an e-mail address like jrsmith1@myapps.muw.edu to go on—there are too many students here for me to try to figure out who that person is simply using their e-mail address). NOTE: Contacting me via e-mail (by using my W e-mail address) is the BEST way to reach me.

- If you bring cellphones to class, and the ring tone goes off during class, you will be asked to bring us all some sort of snack item for all of us for the next class period. Your cellphones, and, indeed, all electronic devices not used for note-taking and/or class discussion purposes, MUST be put away in your bag for the duration of the class. The first infraction of this policy will result in a warning; each subsequent infraction will result in the loss of half a letter grade per infraction.

- University regulations regarding plagiarism are among the criteria included in the evaluation of all written work and will be strictly enforced.

- Regular attendance is vital to your success in this course-as someone who has taught for eight years, I have documented evidence that students who attend class regularly earn higher grades than those who do not attend class.

- Students who have missed exams (mid-terms or finals) for a serious, legitimate, and documented reason (e.g., a doctor's note) may arrange with me for a make-up exam. All make-up exams will be essay in format.

Exams (3): Two mid-terms and a non-comprehensive final exam will be administered using a combination of objective and short answer/essay formats.

The exams will cover lecture material (including classroom activities) and required readings. Along with the questions, the pages that you are to concentrate on for each chapter will be posted on BB. For the essay portion of each exam, you are expected to write real essays, which means an introductory paragraph followed by supporting paragraphs which include complete and coherent sentences. If you do not answer your chosen question in the previously described manner, the maximum number of points you can earn is 5/20. You will need three blue ScanTron forms (available from the bookstore) and #2 pencils for the exams. ***NOTE:*** We will not go over exams during class time. If you want to view your exam and/or discuss the results, you will have to come by during my office hours or make an appointment.

Guided study assignments: These assignments will be given in class or for homework and will provide you with an opportunity to apply what you are learning. These assignments can include everything from watching TV, to bringing in magazines, analyzing family interaction case studies, and responding to case studies from the "Working with Families" case study book.

Discussion questions: Prior to covering each major topic area for the course (see course schedule for topics), discussion questions on the readings for that topic will be posted on BB. Each set of DQs will have a due date as noted on the top of each question set. You will download or print these questions out for the purposes of completing this assignment—I will not hand copies out in class. These questions will serve as a guide as you complete the reading assignments. They will help you to focus your thinking on the topic for the week. As you read, you should attempt to answer these questions for yourself. These questions will help you as you study for exams, as a portion of the questions will be selected as exam questions. You will type up your answers to each of the discussion questions for each week (using double-line spacing). Your typed answers will be submitted to BB prior the beginning of the class for which they are assigned. You must bring a hand-written or typed copy of your discussion question assignment to class for discussion purposes. If you turn in your questions on time, you will earn a 7 /10 (a C-) on the questions automatically; you could earn up to 10 points depending on the correctness and completeness of your answers. Answers to the questions must be written **in your own words**; if you fail to do so, you will be considered to have plagiarized and will earn a 0 for that assignment. If, after receiving one 0 for copying verbatim from the readings, you continue to plagiarize, you will be referred to the Academic Standards Board and possibly receive an F for the entire course. I will NOT accept any assignments with direct quotes from the

articles/text; as with plagiarism of text/reading materials, I will return papers ungraded if any direct quotes are used in the completion of these assignments. If you do not have your answers completed for any week, you will not have a chance to make up the discussion question assignment for that week. If you have difficulty understanding the readings or the questions, please see me during my office hours, make an appointment, or e-mail me. You may also use the e-mail feature on BB to ask for assistance from your classmates.

Class discussions: Regular class attendance and participation is expected. Each week (roughly), you will be assigned readings from the text or from the reading packet. These assignments should be read before class so that you can participate fully in class discussions. The class will be structured much like a study group or policy board that one might encounter in business, education, or the legislature, in which a group of people grapple with ideas. Each student is responsible for teaching others in the class, assuming responsibility for locating resources, finding answers to questions that arise, and being prepared for class as part of an obligation to one's own learning and that of others. Thus, your informed participation is crucial for the success of the class. Passive presence will not do—you **MUST** speak up and participate. Outstanding participation in class discussion involves listening to and responding to others, as well as offering one's own comments. If you attend class but do not participate in discussions or activities, you will not earn as many points as possible on this segment of the course. Enthusiastic class participation is expected—you will master the course material through lively discussion, as well as through careful reading and critical thinking.

Written assignments:

- **General information:**
    - You should type all assignments in a 12-point font, preferably Times New Roman or Arial. You should not type the whole paper using italics or bold print. You should use APA formatting and referencing style.
    - You may turn in draft versions of your work early so that I can evaluate your papers prior to their due dates. Doing so may enable you to earn a higher grade, but does not guarantee a higher grade. If you choose to exercise this option, **you must turn your draft in at least two weeks prior to the due date—NO EXCEPTIONS!!!!**

- For **some** assignments, you will have the option to re-write your paper for a higher grade. In order to earn a higher grade, you must:
  - Turn in a revised edition within 1 week of receiving your graded paper.
  - Make an appointment to see me during my office hours (or, if those hours are not convenient for you, at a mutually agreed-upon time) to discuss your grade and improvements to your paper.
  - Turn in your original version, with my corrections and original grade, along with your revised version. If your revised paper is virtually identical to your original paper, your grade will not change.
  - This option is available only to students who have earned a C or lower on the original assignment, and only to those who earned a C or lower through their own efforts (or lack thereof), NOT to students who earned a C or lower due to late work. Thus, the maximum you can earn on a remake is a B.

- Effective written communication is a primary goal of a university education. Writing style, grammar, and punctuation do count. Use proper paragraphs, with opening, closing, and transitional paragraphs. If your writing is weak, you should seek help from the Academic Support Center, located in Reneau Hall Rm. 102.

- **The assignments:**
  - **Parenting style observation assignments:** For this assignment, you will complete analyses of three parent-child interactions as presented through case studies given out in class. After reading each case study, you will present a brief (a paragraph of 150 words or less) description of the case study along with which parenting style you would assign to the interaction (given the behaviors presented in the case) and why.
  - **Internet resource critique:** A few years ago, I was involved in a study of, in part, information working class and professional women use as they attempt to balance work, family, and personal time. An important source that women from both social classes use is the Internet. Many women, in particular, reported using such sources as iHow and Wikipedia (as examples) for information on questions they

had about parenting their children. Using information from the textbooks and supplemental readings, critique a popular parenting information website (a list of such sources will be presented during class) of your choosing and develop guidelines for parents to follow when selecting Internet resources for use with parenting challenges they face.

- **Comparison paper:** For this assignment, you will critique a popular (i.e., non-academic) parenting book that the instructor has placed on reserve in the library. You may choose from among *Parenting the strong-willed child; Parenting with love and logic; OR Screamfree parenting: The revolutionary approach to raising your kids by keeping your cool.* You will provide a brief summary of the book and then describe the message of or methods used in your chosen popular parenting manual and describe how well the methods/message fits—or does not fit—with what we have learned in the course regarding developmentally appropriate, effective parenting and guidance techniques for use with young children.
- **Parent involvement plan:** Based on readings and class discussions, you will develop a plan for parent involvement within an early childhood education setting of your choice. Research suggests that success in early childhood settings is an important determinant of later school success, all of which depends on establishing rules, roles, and expectations for parent involvement with their children's schooling. You will provide a brief description of the early childhood setting, as well as guidelines you have established with the assistance of related research we will cover in class and from teachers who work in your setting of interest.

- **Evaluation:** Point allocation:
  Exams (3) = 300 pts. (3 @ 100 pts. each)
  Guided study = up to 100 points
  Discussion questions = 110 points (11 @ 10 points each)
  Discussion = 10 points
  Parenting style observation = 25 points
  Internet research critique = 50 points
  Comparison paper = 100 points
  Involvement plan = 100 points

Your total number of points divided by (up to) 760 is your final grade. Using this formula (total number of points earned divided by total number of points available up to that point), you can calculate your grade at any point.

Final notes about grades:

- Grade challenges are unlikely to get anywhere unless due to a mathematical error.
- You have 48 hours after receiving a grade to register a complaint about your grade. To do so, you must:
  - First, consider whether or not the grade is unfair, or you are simply unhappy with your grade.
  - If you think the grade is unfair, you must write a one-page, double-spaced paper explaining what grade you should receive and why.
  - If you choose to write a paper, you must make a case for either a mathematical error or for something I overlooked in grading (i.e., something you did well that I missed).
  - Other factors (sick pets, your need to maintain a certain GPA, etc.) will not be taken into consideration.
- Because of FERPA, I cannot discuss grades on the phone or through e-mail; you must come see me in person in my office.

Grading scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Explanation of Grading System commonly used in American colleges and universities:

90-100 = Excellent work

An excellent performance with consistent strong evidence of:

- a comprehensive grasp of the subject matter

- an ability to make sound critical evaluation of the material given
- a very good capacity for original, creative, and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently

80-89 = Good work

A good performance with evidence of:

- a substantial knowledge of the subject matter
- a good understanding of the relevant issues and a good familiarity with relevant literature and techniques
- some capacity for original, creative, and/or logical thinking
- a good ability to organize, analyze, and examine the subject material in a critical and constructive manner

70-79 = Satisfactory work

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject matter
- a fair understanding of the relevant issues
- a general familiarity with relevant literature and techniques
- an ability to develop solutions to moderately difficult problems relating to the subject matter
- a moderate ability to examine the material in a critical and analytical manner

60-69 = Minimal pass

A barely acceptable performance with evidence of:

- a familiarity with the subject matter
- some evidence that analytical skills have been developed
- some understanding of relevant issues
- some familiarity with relevant literature and techniques
- attempts to solve moderately difficult problems related to the subject matter and to examine the material in a critical and analytical manner are only partially successful

< 60 = Failure An unacceptable performance