



Title of Course: ECED 5360 CRN: 34961 Advanced Teacher Capstone, Birth- age 8		Credits: 3
Semester: Summer 2023 [May 15 to August 18]	Instructor Information: Name: Jessica Slade, Ph.D. Email: jdgaines@utep.edu Office hours: Email for an appointment. Emails will be answered within 24-48 hours Monday – Friday 9am-4pm MT (usually sooner). NO EMAILS WILL BE ANSWERED ON SUNDAYS	
Day/Time: Fully Online Runs: Monday-Sunday Schedule		

Course Description:

This course is the culminating experience in the M.Ed. in Early Childhood Education program. It provides students the opportunity to synthesize and apply core content knowledge gained throughout their course of study. Through the completion of a guided case study project conducted in an early childhood setting, students will be expected to demonstrate their academic and professional skill development as advanced early childhood teacher-leaders. Earning a grade of “pass” in the capstone course is a degree requirement for graduation.

Course Format Information: This course will be conducted *fully online* [there are no in-person/campus-based class meetings]. It runs on a Monday to Sunday schedule; course work throughout the week is due at specific days/times, however, you are NOT required to be online at any specific time. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course site VERY carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Slade immediately (jdgaines@utep.edu).

For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Reading

This course is a capstone course and does not have any required reading.

UTEP Learning Resources:

(UTEP provides a variety of student services and support, including the resources below.)

UTEP Library: You can access to a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Slade [email jdgaines@utep.edu to set up a phone meeting].

My email is jdgaines@utep.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. **PLEASE NOTE: I answer email Monday-Friday from 9am-4pm. If you send me an email after 4pm on Friday afternoon, you will not receive a response from me until mid-Morning on the following Monday. Therefore, if you need to reach me on a Friday, email early!** You can expect a response from me with 24 hours (usually sooner) for any email communication you send during the week.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—**BE PROACTIVE!!!** I am here for you (email, phone, Zoom). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column):
1. Define approaches and purposes of Early Childhood Education used, and their relation to the notion of “High Quality” and “Best Practice”;	Capstone Case Study Project
2. Discuss child socialization, relationships and guidance strategies in a specific Early Childhood setting within an ecological/systems framework;	Capstone Case Study Project
3. Analyze the pedagogical usage of play, games and toys to promote across-domain development and early conceptual learning;	Capstone Case Study Project
4. Critically examine the impact of children’s literature and literacy teaching practices on young children’s emerging social identities development, multiliteracy and multimodal engagement;	Capstone Case Study Project
5. Analyze the impact of both the physical environment and socio-cultural interactions/relationships on young children’s early STEM conceptual development;	Capstone Case Study Project
6. Critically examine the impact of engagement with the Arts (visual arts, music, theater and movement/dance) on children’s multimodal and creative expressions of self;	Capstone Case Study Project
7. Design a professional development/program improvement plan that effectively addresses three identified areas of need	Capstone Case Study Project

Evaluation & Coursework Requirements of Students:

<u>Coursework Requirements</u>		<u>How Grades are Determined</u>	
Part A: 1-6	480 Points	Grade Pass	Earned Points 800 -1000
Part B: 1-4	320 Points		
Part A7	150 Points		
Title Page, Table of Contents, References	50 Points		
Total	1000 Points	Fail	799 or below

***Students must earn a grade of 800 or more to successfully pass this course**

General Criteria for Grading Assignments:

Does not meet expectations (Loss of many points)	Meets expectations (Loss of few points)	Exceeds expectations (Loss of no points)
The information provided is not organized and detailed or conclusions drawn from the information is not supported or accurate. The assignment is incomplete/does not include all required sections according to the directions. All written portions include repeated grammatical and spelling errors; no or improper citations.	The information provided is somewhat organized and detailed and conclusions drawn from the information is somewhat supported and accurate. The assignment is mostly complete/ includes most required sections according to the directions. All written portions include few or no grammatical and spelling errors; proper citations with few errors.	The information provided is organized and detailed and conclusions drawn from the information are supported and accurate. The assignment is complete/includes all required sections according to the directions. All written portions include no grammatical and spelling errors; proper citations with no errors.

Individual grading rubrics are found in the directions for each coursework task, which are located in our online course site.

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all of the coursework tasks to be completed each week of the semester are arranged by Capstone section.

class session (i.e., each class session covers one week of the semester). Each section is labeled and located in the main left-hand navigation in our course site. In each of the sections, you will find: the topic(s), the optional resources readings (with embedded links to download/access articles), a summary of what tasks are due (and when) and detailed directions and related links for completing and posting your coursework that is due for that section.

You are strongly encouraged to use Grammarly to pre-screen your writing before you submit to me for feedback. The goal is for my feedback to focus on the content rather than the writing skills; however, writing skills are also being assessed.

All assignments will be submitted through Blackboard SafeAssign that will check for plagiarism.

Due dates are FLEXIBLE! As this class is the last step in your Master’s degree, you are responsible for submitting in a timely manner, or contacting your instructor to make other arrangements. Please note, that delayed submission will have delayed feedback.

The following is a summary overview of the required coursework for the entire semester and related points possible. For *detailed instructions*, you should access the weekly class sessions in our online course site in Blackboard.

A. Capstone Project

Your capstone project is intended to provide an opportunity to synthesize knowledge gained from your entire graduate course of study and to demonstrate your academic and professional skill development as an advanced early childhood teacher-leader. Complete templates, rubrics and directions are found on BlackBoard. Your final paper will be awarded points accordingly. Your Capstone Project will have a Title Page, a Table of Contents and the following TWO sections:

Part A: Early Childhood Setting Case Study

For this section, you will conduct an in-depth case study of an approved early education program/school [the program/school has to serve children of any age/age range from infancy through 3rd grade].

Your case study has three tasks: First, you will gather all public information available about the setting/program (this maybe from a website, flyer, advertisement, or even handbook if available). Second, you will conduct a minimum of three observations of the setting/program and complete an observation sheet for each observation (the specific focus for each observation and a related template are provided in Blackboard). Third, you will conduct a minimum of two interviews [with an administrator, a teacher or a parent], recording information about setting/program from each interviewee’s perspective (interview questions for each interview target are provided in Blackboard). Then fourth, from the information gathered from your observations and interviews, for Part A of your capstone project paper you will write up a Case Study Report. Your Part A-Case Study Report will have the following seven sections:

- Part 1: Ecological Analysis (template provided) and related Commentary on the setting/program [500 words; 80 possible points]
- Part 2: Observation Summary [500 words; 80 possible points]
- Part 3: Commentary on approaches and purposes of Early Childhood Education used, and their relation to the notion of “High Quality” and “Best Practice” [500 words; 80 possible points]
- Part 4: Commentary on program/school child guidance strategies employed [500 words; 80 possible points]
- Part 5: Commentary on program/school pedagogical practices related to: A) emergent literacy; B) STEM/STEAM; and C) the Arts [500 words; 80 possible points]
- Part 6: Summary Recommendations for Program Improvement/ three Professional Development needs [500 words; 80 possible points]
- Part 7: Supporting Documentation [Original Observation & Interview Notes; 150 possible points]

Part B: Professional Development Plan

Based on your Case Study and the program improvement needs you identified, you will create a professional development plan. Your plan will include:

- Part 1: A detailed description of the intended participants, the learning needs of both teachers and their students and the professional area(s) and content to be addressed in the training session [200 words; 75 possible points]
- Part 2: A detailed description of the learning indicators and expected outcomes of the professional development training (describe at the individual teacher and if applicable, program/school-level) [200 words; 75 possible points]
- Part 3: Description of THREE training sessions, including for each session-- your and the participants' actions (interactive engagement, models & modeling of best practice); opportunities for collaboration and feedback; and an evaluation plan [Session template provided; 1200 words total; 95 possible points]
- Part 4: Descriptions of possible follow-up/continued support of implementation/improvement efforts [200 words; 75 possible points]

The specific format for your Capstone Project Paper, along with detailed guidelines for each section/subsection, supporting research requirement for each section, needed templates, etc.) will be provided in Blackboard. Your paper should follow APA guidelines.

A Minimum of 800 points total is required to receive satisfactory performance and pass this course. Students earning less than 800 points on the final paper submission will receive a F for the course and will be required to retake the course to pass. Students who failed to meet the requirements in the preliminary scores, will be required to submit a “Response to Review Comments” along with their final draft to be considered for passing.

Please note, that your score on each submission is a preliminary score, and cannot be lowered; therefore, students who have earned a total of 800 points will NOT be required to submit the final draft.

Class Schedule: Please note that the schedule below is subject to change.

It is expected that if you adhere to this schedule, you will receive feedback on each section submission within 3 weeks of submission, and this feedback should be addressed and incorporated into your final submission.

All final papers are due Sunday August 6 by 11:59pm MT!

Assignment	Due Date
Proposed Case Study Site:	May 22 by 11:59pm MT
Have you already contacted them and received permission from this program to conduct your observations and interviews? (It is okay if you answer ‘no’)	May 22 by 11:59pm MT – permission from site should be completed by May 22 by 11:59pm MT Approval from professor of site will be granted by May 26 by 11:59pm MT
Part A: Early Childhood Setting Case Study Part 1: Ecological Analysis	June 4 by 11:59pm MT
Part A: Early Childhood Setting Case Study Part 2: Observation Summary	June 11 by 11:59pm MT
Part A: Early Childhood Setting Case Study Part 3: Commentary on approaches and purposes of Early Childhood Education used, and their relation to the notion of “High Quality” and “Best Practice”	June 18 by 11:59pm MT
Part A: Early Childhood Setting Case Study Part 4: Commentary on program/school child guidance strategies employed	June 25 by 11:59pm MT
Part A: Early Childhood Setting Case Study Part 5: Commentary on program/school pedagogical practices related to: A) emergent literacy; B) STEM/STEAM; and C) the Arts	July 2 by 11:59pm MT
Part A: Early Childhood Setting Case Study Part 6: Summary Recommendations for Program Improvement/three professional development needs	July 9 by 11:59pm MT
Part B: Professional Development Plan Part 1: Description of participants, learning needs of both teachers and their students and the professional areas and content to be addressed in the training session	July 16 by 11:59pm MT
Part B: Professional Development Plan Part 2: Description of the learning indicators and expected outcomes of the professional development training	July 16 by 11:59pm MT
Part B: Professional Development Plan Part 3: Description of three training sessions	July 16 by 11:59pm MT
Part B: Professional Development Plan Part 4: Descriptions of possible follow-up/continued support of implementation/improvement efforts	July 16 by 11:59pm MT
Final submission: including title page, table of contents, Part 7 (from part A: supporting documentation, reference page)	Sunday August 6 by 11:59pm MT