THE UNIVERSITY OF TEXAS AT EL PASO
College of Education- Department of Teacher Education

Title of Course: ECED 5360 CRN: 35824 Advanced Teacher Capstone, Birth- age 8	**Credits:** 3

Semester: Summer 2022 [May 16 to August 21]	**Instructor Information:** **Name:** Jessica Slade, Ph.D. **Email:** jdgaines@utep.edu
Day/Time: Fully Online **Runs:** Monday-Sunday Schedule	**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

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].

Guide to Online Etiquette:
As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1.   *You are expected to actively engage in the learning community of this class.*
This includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

2.   *You are expected to exhibit appropriate behavior for a higher learning environment.*
Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site.   Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:
   - All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
   - You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain; so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
   - Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
   - When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
   - Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
   - Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3.   *You are expected to exhibit high level time management skills and turn your work in ON TIME.*
As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those

with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will NOT be accepted. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

Missing two weeks of discussion and/or failure to turn in three assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit.

If Blackboard is down and you cannot get into our course site to post work by the required due date:
ALL coursework should be posted in our online course site.   If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at jdgaines@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.

4.   *You work is expected to be your own.*
Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules…. so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct WILL be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. You are expected to contact me for help if needed throughout the semester.
My office hours for this spring are by appointment. Please email me to set up a day/time for a phone or Zoom 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:

Coursework Requirements		How Grades are Determined	
Part A: 1-6	480 Points		
Part B: 1-4	320 Points	**Grade**	**Earned Points**
Part A7	150 Points	A	900 -1000
Title Page, Table of Contents, References	50 Points	B	800- 899
Total	**1000 Points**	F	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 class session (i.e., each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation in our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading (with embedded links to download/access articles), a summary of what tasks are due (and when) that week and detailed directions and related links for completing and posting your coursework that is due for that class session (i.e. during that week).

All weekly tasks MUST be submitted by the given deadline as outlined in our course site.

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.

Class Schedule: Please note that the schedule below is subject to change.
Your first step this semester is to create a timeline for your required work for the semester. Since this is a summer semester and we all have different schedules, and the class is small, we have more flexibility than in other semesters.
Download the template and submit your own due dates for the assignments of this course for this semester. You are creating your own course calendar, that you will follow as your timeline. There are a few *non-negotiable* dates that are bolded in red. It is expected that if you adhere to your proposed (and accepted) schedule, you will receive feedback on each section submission and this feedback should be address and incorporated into your final submission. Please review the syllabus before planning your due dates, as some of the sections require data collection, which can be timely. Additionally, parts do not have to be submitted at different due dates, but you should avoid submitting more than two sections at a time. **All final papers are due Sunday August 7 by 11:59pm MT NO EXCEPTIONS!**

Assignment	Due Date	
Proposed Case Study Site:		
Have you already contacted them and received approval from this program to conduct your observations and interviews? (It is okay if you answer "no")	**Yes**	**No**
Timeline Proposal	**Wednesday May 18 by 11:59pm MT**	
Part A: Early Childhood Setting Case Study Part 1: Ecological Analysis		
Part A: Early Childhood Setting Case Study Part 2: Observation Summary		
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"		
Part A: Early Childhood Setting Case Study Part 4: Commentary on program/school child guidance strategies employed		
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		
Part A: Early Childhood Setting Case Study Part 6: Summary Recommendations for Program Improvement/three professional development needs	**All of Part A should be completed and submitted by Sunday June 26 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		

Part B: Professional Development Plan Part 2: Description of the learning indicators and expected outcomes of the professional development training	
Part B: Professional Development Plan Part 3: Description of three training sessions	
Part B: Professional Development Plan Part 4: Descriptions of possible follow-up/continued support of implementation/improvement efforts	
Final submission: including title page, table of contents, Part 7 (from part A: supporting documentation, reference page), and Response to Reviewer Comments	**Sunday August 7 by 11:59pm MT**