



LEE 298b Project: Early Childhood Education (ECE)

Our candidates are Ethical, Reflective and Critical Thinkers who Value Diversity and Life-Long Learning. The KSOEHD faculty fosters the development of these dispositions. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Table of Contents

Introduction to Course & Instructor 2
 COVID-19 Response..... 2
 Course Description 2
 Prerequisite 2

Course Materials 2
 Recommended Text 2

Course Specifics 3
 Course Summary 3
 Student Learning Outcomes & Objectives..... 3
 Course standards (NAEYC advanced program standards):..... 3

Course Requirements & Grading..... 4
 Grading Scale..... 4
 Let’s talk about grades..... 4
 A bit about writing assignments..... 4

Explanation of Primary Assessments..... 5
 1. Project Meetings (5 points) 5
 2. Project Timeline (5 points, Due 9/20/20 during Week 4) 5
 3. IRB Project Proposal (20 points, Due 10/4/20 during Week 6) 5
 4. Project Outline (10 points, Due 11/15/20 during Week 12) 5
 5. Final Project (60 points, Due 12/6/20 during week 15; Final Revisions due 12/13/20)..... 5

Class Policies..... 6
 Late work and make-up work policy 6
 Confidentiality 6
 Sharing and Social Media 6
 Subject to Change Statement..... 6
 Working assumptions for this course 6

University Policies 7

University Services..... 7

LEE 298b Calendar Fall 2020..... 8

CALIFORNIA STATE UNIVERSITY, FRESNO
KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (KSOEHD)
Department of Literacy, Early, Bilingual and Special Education (LEBSE)
Early Childhood Education Graduate Program

Introduction to Course & Instructor

Course Title: Project: ECE	Instructor Name: Heather L. Horsley
Units: 3	Office Number: Education Building Room 353
Time: Individual Meeting Schedule	Email: hhorsley@mail.fresnostate.edu
Location: ED 353	Telephone: (559) 278-1119
Office Hours: By video-web conference (Zoom)	

COVID-19 Response

Health Screening: Students who come to campus will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g. , electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course Description

A project consists of a significant undertaking appropriate to education.

Prerequisite Advancement to candidacy for the MA in Ed. (ECE Option); B average on 24 units of the master's program including ERE 220. An approved proposal is required for enrollment.

Course Materials

Recommended Text

Graff, G. & Birkenstein, C. (2009). *They say I say: The moves that matter in academic writing* (2nd ed.). NY: W. W. Norton. (Available as a PDF in our LEE298b Classroom Google Drive Folder / Writing)
Sword, H. (2012). *Stylish academic writing*. Cambridge, MA: Harvard University Press. (available as an e-text via HML)

Course Specifics

Course Summary

This course is intended to support the application of your knowledge, skills, and understandings related to early childhood education, child development, and research in the completion of your culminating experience required of the program. A project consists of a significant scholarly undertaking that is relevant to the field of Early Childhood Education. It must demonstrate originality, independent thinking, effective organization, and writing proficiency descriptive of graduate level work.

The completed project includes a comprehensive literature review and a creative project component. Procedures for completing the requirements for project are as follows:

1. Attain advancement to candidacy and completed a minimum of 27 semester units with a B or better including ERE 220.
2. Identify a faculty member who will supervise the project.
3. Develop a project proposal.
4. Once the faculty member approves the proposal, obtain a schedule number from the Admissions Technician or Program Coordinator for LEE 298: Project and register for the course.
5. Complete all work on 298/Project in consultation with the faculty advisor.
6. Meet with advisor regularly on progress, submitting chapters according to the agreed-on calendar and making necessary revisions and corrections.
7. Complete project and the abstract.
8. Submit to faculty advisor via Project ECE Google Form. Provide release form (optional) for placing project/theses into ECE Graduate Program Organization Blackboard (included in Google Form).
9. The final grade for project is awarded by the faculty advisor.

Student Learning Outcomes & Objectives

- Student will demonstrate knowledge of research methods and findings in early childhood education and effective translation of research into practice (NAEYC 3.d; 6.c, 6.f; CTC 2.2, 2.2.1)
- Student will demonstrate expertise and leadership in a specialized ECE area:
 - Administration and supervision of child development and early education
 - Parent education and programs serving families of young children
 - Infant/toddler care/preschool teaching or administration
 - Kindergarten teaching
 - Primary grade teaching
 - Legal issues and advocacy
 - Leadership in other child or family programs or services(NAEYC 1.a, 2.a, 2.b, 2.c, 7.b; CTC 2.2.3, 2.3.1, 2.6, 2.6.4, 2.6.5, 2.6.7, 2.6.8, 2.7, 2.7.1, 2.7.3, 2.8, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.8.5, 2.8.6, 2.8.7, 2.8.8, 2.9, 2.9.1, 2.9.2, 2.9.3, 2.9.4, 2.10, 2.10.1, 2.10.2)

Course standards (NAEYC advanced program standards):

NAEYC's *Advanced Professional Preparation Core Standards for Early Childhood Programs* ask candidates to demonstrate competence at higher levels and with greater depth and specialization than those holding an initial degree, license or credential in ECE or child development. NAEYC affirms the value of having a common set of outcomes shared by all in the profession, whatever their preparation or professional role. The advanced standards for this course are listed below:

- NAEYC standard 1. Promoting child development and learning
 - 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8
 - 1b: Knowing and understanding the multiple influences on early development and learning
- NAEYC standard 2. Building family and community relationships
 - 2a: Knowing about and understanding diverse family and community characteristics

- NAEYC standard 5. Using content knowledge to build meaningful curriculum
 - 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Course Requirements & Grading

Application to Graduate: Apply for graduation online at your MyFresnoState "Student Center" *within the first 2 weeks of this semester (DUE 9/4/20)*. A \$35.00 non-refundable graduation application fee is required.

1. Click on "My Academic Records and Registration"
2. Select the "Master/Ed.S Degr Pre-Approval" link to apply for graduation
3. At the "Apply for Graduation Approval" page, select the current "Graduation Application Term"
4. Directly below the term, click on "Apply for Approval to Graduate"
5. You will receive an email with directions for payment.
6. Remember to MARK AS DONE in the ECE Program Google Classroom so the Coordinator can include you on all graduation related communications.

Required Assignments

Requirement	100% of Total Grade	Points of Total Grade	Due Date
1. Project meetings	5%	5	Continuous
2. Project Timeline	5%	5	9/20/20 (Week 4)
3. IRB Project Proposal	20%	20	10/4/20 (Week 6)
4. Project Outline	10%	10	11/15/20 (Week 12)
5. Project Final*	60%	60	12/6/20 (Week 14)

Grading Scale

Letter Grade	% of Total Grade	100 Points of Total Grade
A	90% to 100%	90-100
B	80% to 89%	80-89
C	70% to 79%	70-79

Let's talk about grades

In our current social climate of "super-sizing," it seems that somewhere along the line receiving an "A" grade became associated with the notion of "acceptable" rather than that of "excellent." As practicing teachers, we expect more than that from our students, as graduate students, I expect a lot from you, and as stewards of the educational experiences of the next generation, we should expect a lot from ourselves. In order to receive an "A" you should perform "excellent" work. That said, letter grades can be broken down into the following qualitative components: A= "excellent," B= "above average," C= "average." The requirements for this course are straightforward and achievable, and earning an "excellent" grade is well within everyone's reach; consistently come to class with readings completed, participate fully, and prepare excellent work for submission and presentation.

It is important to note that I *will not* grade you on whether or not you reach particular conclusion or answer regarding the issues raised in class. I *will* grade you based on how you challenge the material, challenge your own thoughts and beliefs, and critically reflect on the reading materials and issues discussed within this course. The requirements for this course are straightforward and achievable. If you have any questions or concerns about your grade at any time, contact me.

A bit about writing assignments

At minimum, written work should reflect your status as a graduate student; it should be clear and organized, thoroughly and precisely address the question being asked or concept being explored, be well reasoned and/or evidenced, and demonstrate graduate level writing mechanics. If you believe you could benefit from writing assistance, please do not hesitate to inquire and seek help. Please consider utilizing the following resources:

- For APA formatting: The OWL at Purdue: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Fresno State Writing Center: <http://www.fresnostate.edu/artshum/writingcenter/>
- **For free tutoring on campus, contact the Learning Center** (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.
- Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Explanation of Primary Assessments

All written assignments should be typed, double spaced appropriately referenced, in APA format and turned in via your Personal LEE298b Project Google Drive Folder. PLEASE use the following file naming conventions:

Last Name_CourseNumber_Assignment Name_DATE
Horsley_LEE298b_Timeline_091320

1. Project Meetings (5 points)

Completing a meaningful, high-quality project is complex work. Too complex to do in complete isolation. Although the project is a self-driven, individual-based in nature, 4 meetings with your advisor is expected. These meetings provide opportunities for us to monitor progress, review your work according to the agreed-on calendar and make necessary revisions and corrections to your project.

- During Weeks 1-8 we will meet as a small group every other week
- During Weeks 9-16 we will meet on an individual basis based on the calendar schedule

2. Project Timeline (5 points, Due 9/20/20 during Week 4)

Every project needs a timeline. The purpose of this assessment is to help you develop a plan to protect your time needed to successfully complete your project. Research on project management suggests that we severely underestimate the amount of time it takes to complete projects that require higher order thinking. The rule of thumb is if you think it will take 3 hours to write a section of your project that you multiple that by 2.5, which means it will more realistically take 7.5 hours of time. I recommend that you backwards map your timeline from the project final due date. First draft it in a google drive doc. Once you have feedback from your advisor, then enter important dates into a project calendar.

3. IRB Project Proposal (20 points, Due 10/4/20 during Week 6)

Ethical considerations are an important aspect of project completion. The purpose of this assessment is for you to determine whether you meet “exempt”, “minimal risk” or “At risk” research as well as to plan for the kind of ethical considerations you will make within the research component of your project. Moreover, the proposal describes and justifies your proposed study within your project. Follow the LEE298b IRB Project Proposal Template for guidelines. Please build on your current approved initial proposal too.

4. Project Outline (10 points, Due 11/15/20 during Week 12)

Candidates will draft an outline of their final project write up. The purpose of the outline to give you an opportunity to assess where you stand in terms of completing your project. It also gives you an opportunity to map out your ideas and writing so that you can begin to write up your final draft of your project.

5. Final Project (60 points, Due 12/6/20 during week 15; Final Revisions due 12/13/20)

Once data collection and analysis is complete, candidates will write up their findings following constructive feedback from their advisor.

Class Policies

Late work and make-up work policy

Required assignments are due on the date indicated on the syllabus. For papers and/or homework, 1-5 points will be deducted depending on assignment and how late it is submitted. No assignment will be accepted when more than two weeks late. Only when a student has an excused absence (medical or pre-arranged with instructor) are make-ups allowed. In the case of an unplanned student absence, papers or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers and/or homework assignments. The instructor may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Confidentiality

The privacy and identity of children and their families should be protected in all written materials. Therefore, when writing about a child, the recommended language is "for the purpose of this study, I will refer to the observed student as Child A and/or use pseudonyms.

Sharing and Social Media

The unauthorized use, sharing or transmission of materials and photos, video, etc. (for example, other students in our class, the instructor, children, schools, teachers, families, etc.) during or outside of class via the internet, phone, texting, "tweets," social media, etc. as related to my class, assignments or field experiences are prohibited and may be grounds for disciplinary action including, but not limited to, being dropped from the course or requesting to have you dismissed from the program.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Working assumptions for this course

Please keep in mind the following throughout our time together:

- *We will interact respectfully.* Our beliefs, values, and ideas often differ from one another because we draw from different life experiences. We should learn from one another and challenge different ideas, but do so in respectful and supportive ways. We should be mindful of the partial and personal lenses that each of us brings.
- *We will challenge our own beliefs, values, and ideas.* In this course, we will encounter different sides of many issues; some we may certainly agree with, and some we certainly may not. We all bring our own perspectives, knowledge, and beliefs to the collective table. However, we will not learn and grow if we are not open to looking beyond ourselves and our own experiences. Learning in ways that challenge what we already know and believe can be both uncomfortable and inspiring, and we should be open to entering these places and working together to move forward.
- *We are here for a positive educational experience.* It is on all of us to create meaning out of our experiences. To that end, please ask questions, share your thoughts and feelings, and make this class meaningful and useful to you. Although it is my responsibility as the instructor to facilitate an intellectual environment in which to explore this term, how each of us chooses to engage that environment is a very personal journey. This course challenges us to become active creators of new knowledge rather than passive recipients of information; this is where we learn, grow, and transform as both students and educators.

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University Policies

[Adding and Dropping Classes](#)

[Cheating and Plagiarism](#)

[Computers](#)

[Copyright Policy](#)

[Disruptive Classroom Behavior](#)

[Honor Code](#)

[Students with Disabilities](#)

[Title IX](#)

University Services

[Associated Students, Inc.](#)

[Dream Success Center](#)

[Learning Center Information](#)

[SupportNet Information](#)

[Student Health and Counseling Center](#)

[Writing Center](#)

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LEE 298b Calendar Fall 2020

This syllabus and schedule are subject to change. NOTE: additional articles may be assigned throughout the semester

Week	Meeting Type	What TOPICS will we explore?	What's DUE?
1 Week of 8/24/20	None	Finalize & Submit Initial Proposal	Register for LEE298b
2 Week of 8/31/20	TBD Whole Group	Introduction & Syllabus	
3 Week of 9/7/20	None	Independent Work Time	
4 Week of 9/14/20	Whole Group TBD	Discuss Project Progress and Questions Independent Work Time	Assignment 2: Project Timeline on 9/20/20
5 Week of 9/21/20	None	Independent Work Time	
6 Week of 9/28/20	Whole Group TBD	Independent Work Time	Assignment 3: IRB Project Proposal on 10/4/20
7 Week of 10/5/20	None	Independent Work Time	
8 Week of 10/12/20	Whole Group TBD	Discuss Project Progress and Questions Independent Work Time	
9 Week of 10/19/20	None	Independent Work Time	

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10 Week of 10/26/20	Individual Meeting Schedule	Discuss Project Progress and Questions Independent Work Time	
11 Week of 11/2/20	None	Independent Work Time	
12 Week of 11/9/20	Individual Meeting Schedule	Discuss Project Progress and Questions Independent Work Time	Assignment 4: Project Outline due on 11/15/20
13 Week of 11/16/20	Individual Meeting Schedule	Discuss Project Progress and Questions Independent Work Time	
14 Week of 11/23/20	None	Independent Work Time	
15 Week of 11/30/20	TBD Meet as Needed	Independent Work Time	Assignment 5: Project Final due on 12/6/20
16 Week of 12/7/20	TBD Meet as Needed	Independent Work Time Final Project Revisions	<i>Final Project Revisions due on 12/13/20</i>

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