The Faculty and Staff of the Fishback Center for Early Childhood Education welcomes research investigators to use our site to conduct studies, either independently or in collaboration with core or affiliate center faculty. The following policies guide our research and investigation:

1. **Initial Meeting & Site Visit:** If you are considering conducting a study at our site, please schedule an initial meeting with Kay Cutler, the Research Coordinator, to review your study, to review its procedures, to become acquainted with the facility, to become aware of technological equipment available, and to become acquainted with parental informed consent procedures. If you are interested in future use of the site and do not yet have a formulated study, you are welcome to make an appointment for a tour of the facility to see if it will suit your purposes.

2. **Fishback Center Research Review:** Before any research can be conducted, it will need to be reviewed by the Fishback Center for Early Childhood Education Research Committee. If your study seems appropriate to us (which we expect most will be), we will approve it and then ask that you submit it to receive a Full Institutional Review Board (IRB) approval, if studying the children enrolled at the center. The Fishback Center for Early Childhood Education Research Committee decision is independent of the IRB’s actions and reserves the right to recant on an approval decision if correct research practices are not being followed. If studies are changed in any way, the changes must be approved of by the IRB and the Fishback Center for Early Childhood Education Research Committee.

3. **Notification of IRB Approval:** Once approved by the SDSU IRB Committee, the Fishback Center for Early Childhood Education Research Committee will need to be notified and receive: (1) a copy of the study protocol, (2) a copy of your final IRB approval letter, (3) a copy of the NIH Online Training Certificate for all investigators (including students and graduate students) conducting the data collection to be kept on file in the Research Coordinator’s office until the completion of the study, and (4) copies of any forms of communication that is to go out to parents.

4. **Research with Families:** We ask that family communication use the following guidelines that are in compliance with the IRB guidelines:

   a. All communication to parents and guardians (i.e. cover letters, consent forms, information sheets, and questionnaires, etc) must be reviewed in its
final form by the Research Coordinator. In addition, the Research Coordinator must be notified of the date of distribution.

b. All initial communication shall include a cover letter (on letterhead), a consent form, and an information sheet. The cover letter and information sheet shall be kept by family members for their reference.

c. All cover letters, consent forms, and information sheets must have a clause that indicates a parental/guardian right for his/her child to discontinue the participation at any time.

d. All consent forms, and information sheets must have a clause that states “If you have any questions regarding this study, you may contact {Principle Investigator’s name}, the Principle Investigator at {phone number} or {email address}; Kay Cutler, the Fishback Center for Early Childhood Education Research Coordinator at 605.688.6798 or kay.cutler@sdstate.edu; and Norman Braaten, the Chair Person of the Institutional Review Board Committee at 605.688.4181 or norm.braaten@sdstate.edu. All cover letters, consent forms, and information sheets must contain information regarding how and when family members will be informed of the study’s results.

e. All consent forms and subsequent questionnaires shall have an ID number assigned to the forms to assist in tracking data by classroom.

f. All questionnaires shall have the following format: (1) the Principle Investigator’s contact information at the top of the questionnaire, (2) a statement indicating the source of the questionnaire, and (3) if you refer to the classroom teacher within your instructions please use the following titles, “Kindergarten Teacher” for the kindergarten teacher, “Mentor Teacher” for the preschool laboratory mentor teachers, and “Student Teachers” for the college students enrolled in ECE 488 Student Teaching in the Preschool Laboratory.

5. Research with College Students Enrolled in Courses Directly Related to the Fishback Center: If researchers are interested in studying student teachers, assistant teachers, or kindergarten practicum students enrolled in the laboratory the following guidelines apply.

Communication:

a. All communication to college students enrolled in ECE 228, ECE 488, or ECE 495 (i.e. cover letters, consent forms, information sheets, and questionnaires, etc) must be reviewed in its final form by the Research Coordinator. In addition, the Research Coordinator must be notified of the date of distribution.
b. All initial communication shall include a cover letter (on letterhead), a consent form, and an information sheet. The cover letter and information sheet shall be kept by the college students for their reference. Implied consent is not an acceptable form of consent when conducting research in the Fishback Center for ECE.

c. All cover letters, consent forms, and information sheets must have a clause that indicates a college student’s right to discontinue or change his/her mind regarding participation at any time.

d. All consent forms, and information sheets must have a clause that states, “If you have any questions regarding this study, you may contact (Principle Investigator’s name), the Principle Investigator at (phone number) or (email address); Kay Cutler, the Fishback Center for ECE Research Coordinator at 605.688.6797 or kay.cutler@sdstate.edu, and Norman Braaten, the Chair Person of the Institutional Review Board Committee at 605.688.4181 or Norman.braaten@sdstate.edu. All cover letters, consent forms, and information sheets must contain information regarding how and when parents will be informed of the study’s results.

e. All consent forms and subsequent questionnaires shall have an ID number assigned to the forms to assist in tracking data by classroom.

f. All questionnaires shall have the following format: (1) the Principle Investigator’s contact information at the top of the questionnaire, (2) a statement indicating the source of the questionnaire, and (3) if you refer to the classroom teacher in your instructions, please use the following titles, “Kindergarten Teacher” for the kindergarten teachers, “Mentor Teacher” for the preschool lab faculty or graduate student teacher, and/or “Student Teacher” for the college students who are student teaching.

Recruitment:

g. Soliciting ECE 488 college student participation in studies – When recruiting college students for participation in research studies directly involved in the laboratory, college students may be approached for participation in the Friday Morning Meeting which occurs on Fridays at 8:15 am. At this meeting, all student teachers are assembled. In order to schedule a time for an announcement, description of the study, or collecting data when all student teachers are assembled together.

h. Soliciting ECE 228 college student participation in studies – When recruiting assistant teachers directly involved in the laboratory, assistant teachers may be approached for participating in research during the ECE 228 Recitation which is held on Tuesdays at 4:00 pm in Crothers Hall 204. All assistant teachers are assembled at this time.
In order to schedule a time for an announcement, description of the study, or collecting data when all assistant teachers are assemblers together.

i. Soliciting ECE 495 Kindergarten Practicum college students – When recruiting kindergarten practicum college students, individual appointments will need to be made via the SDSU Kindergarten Teacher as kindergarten practicum students do not assemble during their practicum times.

j. Approaching college students who are enrolled in ECE 488, ECE 228, or ECE 495 during their laboratory times will not be permitted. If individual appointments are needed, appointment times will need to be initiated and agreed upon during assembly times. Or researchers will need to provide a general appointment sign up sheet on which college student participants may sign up for appointments on their own initiative. Researchers interrupting college students during laboratory times will not be permitted.

6. **Beginning a Research Study:** An approximate start date and time expected to complete the study should be agreed upon between the Principle Investigator and the Fishback Center for Early Childhood Education Research Coordinator, to ensure that research projects’ data collection are properly spaced out and are not overwhelming to a particular group of children or college students.

7. **Using Center Equipment:** If needed, researchers may arrange with the Research Coordinator for the use of the center’s DVD recording system. Priority for teaching purposes will be given over research requests. However, it is not being used at the time of data collection, it may be requested.

8. **Research of the Study of Teaching and Learning in the Center's Curriculum:** If the study is purely observational, is part of the regular center classroom day, and is used specifically for teaching & learning in a college course; separate parental informed consent is not required (it will be covered under the center’s umbrella consent form for curriculum which is regularly occurring). However, if the study requires any interaction with the children (that is not part of the regular curriculum or programming) or solicitation of information from children, teachers, administrators or parents which is not part of the regular curriculum, it will require parents to provide separate consent.

9. **Research assignments in a SDSU University Course:** If the study is part of a college course and requests the solicitation of information from children, teachers, administrators or parents, with the expressed purpose of training students (graduate or undergraduate) in research methods the following guidelines are needed in order to use the center:
a. A copy of the syllabus need to be submitted for review during the initial approval process of the Fishback Center for Early Childhood Education Research Committee Review.
b. All students conducting data collection for the expressed purpose of learning research methods must by supervised by the Principle Investigator for at least 60% of their data collection experience of each study and feedback must be given to the students based on the supervision of their research methods.

8. Data collected at our site remains the property of the Principle Investigator. However, we do ask that results are shared with Fishback Center for Early Childhood Education community in two ways – a brief summary of the study written in layperson terms, that we can include in our site study book and possibly be sent to participating parents; and a presentation in the spring at a research roundtable (please see next section).

**Faculty Affiliation**

1. The Research Committee asks that the Principle Investigator of a study occurring become an affiliated faculty member of the Fishback Center for Early Childhood Education for the duration of the study (including data analysis phase). This would require participating in a research roundtable symposium (i.e. Research Forum) in the spring of each affiliated year, open to the public (mostly probably faculty and staff related to the programs) to share what research has been, or is being conducted at the Fishback Center for Early Childhood Education.

2. Faculty members who are sponsoring student research at the Fishback Center for Early Childhood Education are also strongly encouraged to become affiliate faculty members for the duration of the student's project. The student(s) and supervising faculty member would both participate in the spring research symposium.

3. Other faculty with related research interests or who are interested in possibly using our site or collaborating on Fishback Center for Early Childhood Education research projects are also invited to become affiliate members, attending the research symposium and welcome to be part of other affiliate activities.

**Procedures for Observational Research**

1. Instructors of courses with observational requirements must schedule blocks of time with the Research Coordinator in order to more properly balance and schedule observations. Students must observe during the scheduled blocks of
time. If students come to observe at times other than the scheduled blocks of time, they may be refused access to the observation booths.

2. Observers should introduce themselves to the Research Coordinator, the Kindergarten Teacher, and/or the Preschool Coordinator (depending on which laboratory the observations are occurring), to ensure safety for our children and staff.

3. If not enrolled in the following courses, ECE 228, ECE 361/362, or ECE 488, for each observational period, observers must sign in on the Observational Sign-In sheet located at the front desk of the center, if collecting research, please include the name of the study on the sign-in sheet. All observers must wear Fishback Center for Early Childhood Education established Visitor name tags.

4. If not enrolled in the following courses, ECE 228, ECE 361/362, or ECE 488, observers are requested to restrict themselves to the observational booths, except under the following circumstances: a) they cannot see or hear adequately in the booths; b) the class of children is in other rooms in the center or on the playground, or out of the range of the observational windows. In these cases, observers may position themselves within the children's “space.” They should not initiate interaction. If children or teachers initiate interaction, observers should identify their role as an observer and clarify they are not teachers.

5. Any questions or concerns about any facet of this process should be addressed promptly with the Research Coordinator.
Process for Approval of the Fishback Center for Early Childhood Education Research Protocol:

1. Policy reviewed by Fishback Center for Early Childhood Education Research Committee & Coordinator of the SDSU Preschool.

2. Share submitted policy with Fishback Center for Early Childhood Education Teaching Team.

3. Reviewed by the Department Head of Human Development.

4. Reviewed by the Chair Person of IRB and Members of the SDSU Institutional Review Board.

5. Disseminate approved policy to all ECE Faculty and discuss implications for ECE 227, 228, 361, 362, and 488.

6. Disseminate approved policy for review and discussion to Fishback Center for Early Childhood Education Teaching Team.

7. Develop a website link to the SDSU Human Subjects Webpage.

8. Incorporate research policy into GTA Handbook.


10. Develop a Research Summary Binder for the Fishback Center for Early Childhood Education.