Department of Elementary & Early Childhood Education
SYLLABUS

ECEL 5920 Childhood Research and Development Fall 2009

Delivery  On site/on line/hybrid

Required Materials  Texts:


Conceptual Framework  Belief Statement
The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

Mission
As a cornerstone of the institution for over 130 years, the University of Central Missouri’s Teacher Education Program develops teachers and other school professionals who are well grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The Teacher Education Program prepares individuals as professional educators for an ever-changing, culturally diverse population. Faculty and candidates provide support and service to schools in meeting their present and future challenges by developing communities that learn through research and scholarly activities. Educator preparation is a campus-wide responsibility, a commitment that reflects the honor and worth of serving a vital profession.

Course Description  There will be a thorough examination of qualitative, quantitative, action-based, and educational research methodologies. Emphasis will be placed on understanding and implementing inferential and differential statistics while examining the impact on early and middle childhood education. This is a research course designed to facilitate action-research and advanced research methods for graduate level students. Credit 3 graduate hours.
Format of Course
On site/on line/hybrid with lecture, discussion, reflective dialogue, observation including field work, presentations which encourage participant autonomy, and collaboration as a whole class as well as in small groups.

Goals, Objectives, and Standards

Course Goals:
Upon completion of this course, the student should:
A. Develop a preliminary UCM plan of graduate study.
B. Demonstrate a working knowledge of the types and methods of research.
C. Demonstrate the ability to design a research study.
D. Indicate an understanding of the different measurement concepts in research.
E. Demonstrate competence in professional writing with correct documentation and writing style (APA).
F. Demonstrate a working knowledge of the library including computer searches using the ERIC, DAI and QUEST systems.
G. Demonstrate competence in selecting different statistical operations that are congruent with measurement levels, research design, significance levels and hypotheses.
H. Demonstrate competence in analyzing and evaluating statistical tables (research findings) and provide conclusions based on these tables/findings.
I. Provide evidence of a knowledge base in his/her selected area or discipline through an extensive review of the literature.

Course Policies
Students will be assessed by their contribution to the class discussions throughout the semester. A variety of instructional strategies and methods will be used to promote active inquiry into learning during class time.

Assignments and Grading Policies

A. Assignments to provide assessment of achievement:
   1. Analyze/critique a professional journal article of research;
   2. Identify a research study topic, stating the problem with an appropriate title and hypothesis/research question(s);
3. Analyze and evaluate a formal report of research (thesis)
4. Analyze/critique three research articles that reflect the different types/methods of research (extra credit);
5. Submit a written (formal) thesis proposal in APA style.
6. Criteria for evaluation:
   
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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Analysis of journal article</td>
<td>20</td>
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<tr>
<td>Thesis evaluation</td>
<td>25</td>
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<tr>
<td>Article critiques (ext. credit)</td>
<td>5 each</td>
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<tr>
<td>Mid-term Examination</td>
<td>140</td>
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<tr>
<td>Proposal</td>
<td>250</td>
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<tr>
<td>Final examination</td>
<td>130</td>
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<td>Total</td>
<td>565</td>
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   **Grading:**  
   A: 93 – 100%  B: 84 – 92%  C: 75 – 83%  D: 66 – 74%

**Course Schedule**

**Library Services**
Get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at [http://library.ucmo.edu](http://library.ucmo.edu). For research assistance, you may contact the Reference Desk: Phone: (660) 543-4154; Email: reference@libserv.ucmo.edu; AIM: JCKLReference; RefChat: [http://library.ucmo.edu/chat](http://library.ucmo.edu/chat)

**Early Alert**
As part of the College of Education commitment to building a positive, student-centered learning community that supports the success of every student, this faculty member participates in the UCM Early Alert Program. *(include this only for Freshman and Sophomore courses.)*

**Office of Accessibility**
Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (660) 543-4421.

**Academic Honesty**
All students are expected to adhere to the University’s policies on academic honesty. See: [http://www.ucmo.edu/access/7.htm](http://www.ucmo.edu/access/7.htm)

**Student Graphic Image Policy**
While engaging in Department of Elementary and Early Childhood Education (ECEL) activities, either on or off campus, no students shall take or transmit pictures with camera cell phones or similar devices. Other digital and non-digital media use requires written approval from the person or parent or guardian of a minor child used as any part of the subject of the picture.

Where the images are gathered as part of work in a preK-12 classroom, the policies of the school/school district regarding images will be followed. Host teachers must be consulted to determine whether written approval has been obtained.

In cases where school or school district policy does not apply, The person taking the picture or other graphic image must keep photo release forms for a minimum of seven years. These forms will be made available to the Department or other University official upon request. Faces of minors used in ECEL class assignments cannot be used for publication either in hard copy or digitally.