SAMPLE SYLLABUS
CPSY 4993 –
Directed Experiences in Early Childhood Education
3 credits
Peik Hall Rm 315
Tuesdays - 4:00 – 6:30 p.m.

Sample Instructor
XXX Institute of Child Development
Office Hours –by appointment

College of Education and Human Development Mission Statement
The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

Conceptual Framework for P – 12 Professional Education Programs
The central themes of the Conceptual Framework are:
- Promoting inquiry, research and reflection
- Honoring the diversity of our communities and learners; and
- Fostering a commitment to lifelong learning and professional development.

Course Description
This is a required course for students in the Foundations of Early Childhood and the Early Childhood Initial Licensure Programs. It is an introduction to the field of early childhood education. A primary focus of the class is to review typical development at the various ages and stages of the early childhood period and to apply this knowledge in educational settings. There is a practicum component to the course; students will be observing and participating in various child development programs during the semester. There will be observation assignments associated with practicum work. Students will be expected to perform systematic observation of children accurately and objectively. Additionally, various topics and themes of interest to early childhood educators will be explored. Cooperative learning, discussions, lectures, and technology-based strategies will be used in this course.

University of Minnesota Student Learning Outcomes (SLOs) addressed in this class:

- Have mastered a body of knowledge and a mode of inquiry – Course Goals 1-4
- Understand diverse philosophies and cultures within and across societies – Course Goals 1, 2 and 4

Course Goals


3. To learn and use a variety of observation strategies, and determine appropriate uses for those strategies. Standards 8: B, G, & H  10: M (readings, lectures, observation assignments, class activities).


Note: Course goals are aligned with the Minnesota Board of Teaching Standards and Indicators. Minnesota Standards of Effective Practice for Teachers https://www.revisor.mn.gov/rules/?id=8710.2000

Textbooks


Technology

Students are required to use University of Minnesota email accounts for communication with the instructor. Course activities will require internet use, and there is a PowerPoint assignment. The course has a Moodle 2.6 site.

Diversity

Cultural diversity and inclusive practices are intertwined throughout the course in cooperative learning experiences, videos, lectures and assignments.

Assignments

This course is graded A/F. Documented practicum hours are not graded, but are required for successful completion of the course. 32 hours is the minimum requirement.

Initial Reflection 50 points
Four Observation Assignments   100 points
3 tests on readings and lectures   100 points
Weekly in-class participation points   75 points
Topic Presentation       50 points
Final Reflection       75 points
Total      450 points

**Grade Distribution:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86%</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76%</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67 – 69%</td>
<td>D+</td>
</tr>
<tr>
<td>60 – 66%</td>
<td>D</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

The following grade definitions are required to be on all syllabi:

- **A** -- Achievement that is outstanding relative to the level necessary to meet course requirements.
- **B** -- Achievement that is significantly above the level necessary to meet course requirements.
- **C** -- Achievement that meets the course requirements in every respect.
- **D** -- Achievement that is worthy of credit even though it fails to meet fully the course requirements.
- **S** -- Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).

---

- **F** (or **N**) -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

- **I** -- Assigned at the discretion of the instructor when, due to extraordinary circumstances, a student is prevented from completing the work of the course on time. This requires a written agreement between the instructor and the student.

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside of the classroom.

**Attendance Policy**
Significant information will be presented during class time and attendance is necessary. In-class group work will supplement readings and cannot be made up. Absences will affect your final grade; **in-class participation points cannot be made up. If you miss class three times you will receive a failing grade and be asked to retake the course.** If you need to miss class for any reason, please contact the instructor prior to class. Not returning to class after break will be considered an unexcused absence. **At least 32 hours of practicum experience must be documented to pass the course.**

**Note:** Please turn off cell phones prior to class - no calls, texting or internet. **Students who are texting during class will be asked to leave, and/or will lose participation points for the day.** If you bring a laptop or notebook, it is to be used for class purposes only!

**Late Assignments**
Assignments need to be turned in when due. If you are absent from class, you will be expected to submit your assignment electronically by class time when the assignment is due. **Late assignments will not be accepted.**

**Incomplete Policy**
Incompletes must be arranged with instructor prior to the end of the semester. A contract agreement must be signed by the student and the instructor, which designates a deadline for course completion. Failing to hand in assignments when scheduled without prior approval will **not** result in an automatic incomplete (see above).

**How to Access Your Grades**
Go to One Stop for Students, click on Academics, and then click on grades.

**Returning Assignments, Exams, and Projects**
Every effort will be made to return assignments and quizzes to students the next class meeting.

**University Policies**

(See [http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html](http://onestop.umn.edu/onestop/faculty/Teaching/Policies.html) for a list of policies related to teaching with links to those policies. Also see [http://www1.umn.edu/usenate/usen/policies.html](http://www1.umn.edu/usenate/usen/policies.html) for University Senate policies related to Teaching/Education.)

**Statement on accommodations**
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.
Statement on classroom conduct

See (http://www1.umn.edu/usenate/policies/classexpectguide.html and/or http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf)

In this class you are being prepared to be educators. You are expected to conduct yourself in a professional manner consistent with your chosen future profession. This means demonstrating responsibility, courtesy, and respect.

Students who disrupt class by talking during lectures or during discussions when other students are speaking, or who demonstrate other behaviors deemed disruptive by the instructor may be asked to leave the class. These students will be readmitted at instructor's discretion. How you conduct yourself in the class is an indicator of your readiness to be in the teaching profession.

Note: Please turn off cell phones prior to class - no calls, texting or internet. Students who are texting during class will be asked to leave, and/or will lose participation points for the day. If you bring a laptop or notebook, it is to be used for class purposes only!

Statement on academic misconduct

(http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.pdf)

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work."

Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Writing about another person’s ideas or work is a normal part of academic work. It is essential, however, to give credit to the original author. If you take a phrase of five or more words directly from someone else's work, you must put that phrase in quotes and provide a proper reference. If you paraphrase someone else’s ideas, thoughts, or findings, you do not need quotes, but you must still provide an appropriate reference. If in doubt, you should provide a reference. If you have questions regarding appropriate references, please consult with the instructor.

Academic dishonesty in any portion of the academic work for a course can be grounds for awarding a grade of F or N for the entire course.

*****Documenting practicum hours or participation in classroom work you do not actually perform will be considered an act of scholastic dishonesty.**********
ANY ACT OF SCHOLASTIC DISHONESTY WILL RESULT IN A GRADE OF ZERO ON THAT ASSIGNMENT, AND THE INCIDENT WILL BE REPORTED TO THE SCHOLASTIC CONDUCT COMMITTEE.

Statement regarding sexual harassment
(http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf)
("Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. University policy prohibits sexual harassment. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity, 419 Morrill Hall.)

Support Services
(Go to http://www1.umn.edu/ohr/teachlearn/syllabus/specialserv.html to see some possible support services for your students. Also check within your department for resources.)

The University of Minnesota is an equal opportunity employer and educator.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the course,</td>
<td>Bentzen – Chapters 1-2 (skim)</td>
</tr>
<tr>
<td></td>
<td>practicum, assignments and</td>
<td>Dap – p. 1-31, Chapter 1</td>
</tr>
<tr>
<td></td>
<td>syllabus.</td>
<td>Article: - Reporting Child Abuse and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neglect</td>
</tr>
<tr>
<td></td>
<td>D.A.P.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mandated Reporting</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Observation and Objectivity</td>
<td>Bentzen – Chapters 3 – 6</td>
</tr>
<tr>
<td></td>
<td>Observation Methods and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpretation and Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shaken Baby Training</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>UMCDC Orientation</td>
<td>Bentzen Chap. 7-12 (skim 9,10,11)</td>
</tr>
<tr>
<td></td>
<td>UMCDC tour</td>
<td>p. 237-245</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Week 5</td>
<td>Infant/Toddler Development and Programming</td>
<td>Bentzen – Chap. 14 p. 257-274 Chap. 15 p. 284-325 DAP – Chapters 2 &amp; 3 Practicum Check In Initial Reflection due</td>
</tr>
<tr>
<td>Week 6</td>
<td>Ethics Test 2</td>
<td>Bentzen – Chap. 14 p. 257-274 Chap. 15 p. 284-325 DAP – Chapters 2 &amp; 3 Articles: - NAEYC Ethics - MN Teachers Ethics Test 1</td>
</tr>
<tr>
<td>Week 7</td>
<td>Children with Special Needs Careers in Early Childhood</td>
<td>Articles: - A Career in ECSE - NAEYC /DEC Position Statement -NDPCI Research Summary Event Sample Observation due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Preschool Development and Programming</td>
<td>Bentzen Chap. 16 p. 338-379 DAP – Chapters 4 &amp; 5 Practicum Check</td>
</tr>
<tr>
<td>Week 9</td>
<td>No Class Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Preschool Development and Programming Observation Tools Currently used in Minnesota</td>
<td>Bentzen Chap. 16 p. 338-379 DAP – Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Checklist</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 11     | Prek Environments: Exploring how different environments meet the needs of students | Bentzen  
Chap. 16 p. 338-379  
DAP – Chapters 4 & 5  
Environments Article |
|        |                                                                      | **Test 2**                                                                |
| 12     | School-age Development and programming                                | Bentzen  
Chap. 17 p. 396-422  
Chap. 18 p. 434-454  
DAP – Chapters 6 – 9 |
|        |                                                                      | **CLASS Observation due**                                                 |
|        |                                                                      | **Topics due**                                                            |
| 13     | School-age Development and programming  
School-aged environments  | Bentzen  
Chap. 17 p. 396-422  
Chap. 18 p. 434-454  
DAP – Chapters 6 – 9 |
|        |                                                                      | **Test 3**                                                                |
| 14     | Teaching Today  
Topic Presentation Sign off–Time TBD                          | Article TBD                                                              |
|        |                                                                      | **Draft of presentation and handout due this week**                       |
| 15     | Topic Presentations                                                  |                                                                          |
| 16     | Topic Presentations  
Final assignment presented                                                    | Practicum hours due                                                       |

**The final Reflection Assignment is due one week after the final class**