EDEC 201
Inquiry into Early Childhood Education

I. Descriptive Information:
   A. Course Number and Title: EDEC 201 – Inquiry into Early Childhood Education.
   C. Course Credit: Three credit hours.
   D. Prerequisites: None
   E. Intended Audience: Students interested in exploring the broad field of early childhood education.
   F. Instructor: Dr. Kevin J. Swick  
      Office: 777-5278  
      (cell: 238-6082)  
      Room 106 Wardlaw  
      Admin. Assist.: 777-5129  
      USC  
      Fax: 777-7970  
      Columbia, SC 29208  
      Email: kswick@mailbox.sc.edu
   G. Section 001 (Meets on T/Th from 8:00 – 9:15 am in Wardlaw 126  
      Section 002 (Meets T/Th from 9:30 – 10:45 am in Wardlaw 126

II. Statement of Course Goals and Objectives:
   A. Goals
      1. Begin to identify themselves with the early childhood profession and exhibit the attitudes of a professional educator as leader including appropriate knowledge, skills and dispositions.
      2. Inquire into the variety of roles of professionals in the field.
      3. Inquire into the guiding principles in the field
      4. Inquire into the diversity of settings where young children are cared for and educated.
      5. Understand the history and inquire into current trends and issues in the field.
      6. Understand the developmental approach to caring for and educating young children and supporting their families.
      7. Establish a portfolio that will culminate in the senior internship year.
   B. Objectives
      1. Identify and discuss the variety of roles of professionals in the field.
      2. Explain and provide examples of the developmental approach to providing education and care for young children within an ecological setting.
      3. Explain the concept and demonstrate in practice culturally and developmentally appropriate practice.
      4. Identify and explain some of the current trends in the field and analyze their historical roots (including program models).
5. Identify and demonstrate the competencies necessary to be an effective professional educator who enhances the development of young children and provides support for their families.

6. Understand the classroom inquiry process including data collection, analysis and reflection, and collaboration to improve children’s learning and development.

7. Identify and begin to practice the competencies that are necessary for making professional decisions that are ethical, socially just and will enhance the development of the young child.

8. Understand and demonstrate universal precautions necessary to protect the personal health and safety of themselves, their co-workers, and the children in their care.

9. Continues to build personal competence using technology for teaching and learning.

10. Participate in service-learning experiences in at least two early childhood settings, one child care setting and one public school setting.

11. Become familiar and use the College of Education’s Policy and Practices guidelines for functioning in schools and agencies during service learning, practicum, and internships.

III. Textbooks

Required


Suggested Further Readings


*Plus do the readings on the implications of brain development in early childhood education.

IV. Academic Course Requirements

A. Admit Slip – Students will complete a brief reflection paper at the end of each class period.
B. Inquiry/Activity One – Use a journal of observation and reflections on visits to practicum settings that pursues an inquiry into teaching and learning following the process described in class. Final product should be a 8-10 page paper that synthesizes what you have learned in your inquiry using the details outlined in class. SEE THE DETAILED EXPLANATION PRESENTED LATER IN THIS SYLLABUS

C. Inquiry/Activity Two – Students will pursue an open ended inquiry into classroom practice. Inquiry paper is similar to the format you used in the first paper. SEE THE DETAILED EXPLANATION PRESENTED LATER IN THIS SYLLABUS.

D. Interview of a Teacher – Interview a practicing teacher at your mentor school and tell the story of his/her journey to becoming a professional and how it relates to your own professional journey to date. Your interview report should be about 5-7 pages word processed, AND IT SHOULD BE BUILT AROUND THE PROFESSIONAL GOAL AREAS EXPLAINED IN CHAPTER ONE IN YOUR TEXT.

F. Mid-term Exam

G. Final Exam

H. Complete all course requirements such as Praxis I requirement, technology requirement, use of the professional dispositions guide in your work in the schools, and show familiarity with ADEPT.

V. Administrative Course Requirements

A. Students are expected to attend and participate in all class activities.

B. Assignments are to be turned in on the due date and be grammatically correct with no consistent errors.

C. **Please note that you must have a completed SC SLED Check before you can go to your service learning sites. This can be accomplished on line at [http://www.sled.state.sc.us](http://www.sled.state.sc.us)** Follow links to criminal records check. You are eligible for the reduced $8 rate that must be charged to a credit card. Print out your clearance and bring it to the NEXT class meeting. Keep a copy for your records. It is good for one year.

D. You must also have a name tag you can use for class and for your service learning site visits. This name tag should identify you as a EDEC 201 student. Please get a tag holder (Lanyard) at the book store and you can use it during all of your internship experiences.

E. **Please Note YOU must Take Praxis I** before you finish EDEC 201. You must show evidence that you have taken all three sections of this test. If you have an 1100 on the old (2-Part) SAT or 1650 on the new (3-Part SAT or a composite score of 24 on ACT and show evidence of these scores then you can waive Praxis I. Also note that students must submit passing scores on the Praxis I or the appropriate SAT/ACT score prior to admission to the Professional Program in Early Childhood Education.
F. You must use the Professional Dispositions Guide in your service learning work in the CDRC and in the Schools. You must also do a self assessment activity and submit it to the Instructor.

G. You must show evidence of completing required Technology Requirements.

H. You must show evidence of familiarity with ADEPT. We will review ADEPT in class. You can get a copy of ADEPT at the following website: www.ed.sc.edu/supce/archives_docs.asp

VI. Evaluation and Grading

A. Exhibit Professional Dispositions 25%
B. Inquiry Papers (10 each) 20%
C. Interview with a Teacher 15%
E. Mid-term Exam 20%
F. Final Exam 20%

Grading Scale

92-100 = A
89-91 = B+
85-88 = B
81-84 = C+
77-80 = C
74-76 = D+
70-73 = D

VII. Course Topics

The Early Childhood Professional
Professional Dispositions that Guide our Work
The Guiding Principles of Early Childhood
Technology in Early Childhood Education
The Field of Care and Early Education
Historical Roots and Current Trends in Practice
Comparison of Two Models – High Scope and Reggio Emilia
Brain development: Implications for Early Childhood Education
Observing and Reflecting on Classroom Practice
Diversity in Early Childhood Settings
Developmentally Appropriate Practice
Professional Decision Making
Universal Precautions for Health and Safety
Ethics, Justice and Public Policy in Early Childhood
Demonstrate effective practice, professionalism, and ethical decision making.
ADEPT and related Professional Teacher Evaluations

VIII. Modes of Instruction

Lecture
Class Discussions
Practicum/Service Learning
Video/CD Recordings
Email
Small Group Activities
Electronic Portfolio

IX. Bibliography


Guidelines for INQUIRY PAPER AND ASSIGNMENT ONE: Quality Early Childhood Programs for Children 0 – 4.

Instructions:

1) Do your readings in (Text) Chapters 4, 7, 8 and related materials used in class and establish a inquiry framework for use in studying what a quality early childhood education program should include from birth – 4 years of age.

2) Select an early childhood “center” or “school” and do 10 hours of service-learning / study related to the inquiry framework you developed for studying quality programs in early childhood education. ALL STUDENTS WILL DO THEIR SERVICE LEARNING AT THE CHILDREN’S CENTER AT USC.

3) IN DOING YOUR SERVICE-LEARNING CHOOSE FROM THE FOLLOWING all students will do their service learning for the preschool at the CDRC on campus. You will be assigned to a K – Primary grade classroom for the other part of your service learning work.

4) Write up a minimum 6-8 page report on what goes into a quality early childhood program based on your overall study and service-learning experience. Your framework and report should include at least the following criteria:
   * Interactions between teachers and children
   * Curriculum
   * Relationships among teachers and families
   * Staff qualifications and professional development
   * Administration
   * Staffing
   * Parent and family involvement
   * Physical environment
   * Health and Safety
   * Nutrition and Food Service
   * Evaluation

Remember: You must have your SC SLED check completed before you can do your service learning site visit.
And you must have a name tag!!!! Get a Lanyard to hold your name tag.
Guidelines for INQUIRY PAPER AND ASSIGNMENT TWO: Quality Early Childhood Programs for Children Kindergarten - Primary

Instructions:

1) Do your readings in (Text) Chapters 9, 10 and related materials used in class and establish a inquiry framework for use in studying what a quality early childhood education program should include during the Kindergarten – Primary years.

2) Select an early childhood “center” or “school” and do 10 hours of service-learning / study related to the inquiry framework you developed for studying quality programs in early childhood education.

3) IN DOING YOUR SERVICE-LEARNING for the K-Primary grades you will be assigned to an approved USC classroom/school.

4) Write up a minimum 6-8 page report on what goes into a quality early childhood program based on your overall study and service-learning experience. Your framework and report should include at least the following criteria:
   * Interactions between teachers and children
   * Curriculum
   * Relationships among teachers and families
   * Staff qualifications and professional development
   * Administration
   * Staffing
   * Physical environment
   * Health and Safety
   * Nutrition and Food Service
   * Evaluation
TEACHER INTERVIEW ASSIGNMENT

Instructions:

Select an early childhood teacher you want to interview. This may be the teacher you work with in your service-learning assignment(s). Or, it may be a different teacher you wish to interview. Your goal is to learn about this teachers development as a professional – his or her journey as an early childhood educator. In doing this assignment do the following:

1) Read chapters 1 and 2 in the text and use these readings to help you set up your interview framework. You must use the 4 dimensions of professionalism noted in chapter 1 in the text. They can be used to frame your interview format.
2) Do the interview(s)! In some cases you may want to spread the interview out over two or three sessions. We will discuss this in class.
3) Using your results, write up a 3-5 page report on the results of your interview and be prepared to share these results with others in class.
EDEC 201 Technology Skills To Be Completed

_____ Complete training E-portfolio in Technology Center

_____ Complete a Web search on an assigned topic in early childhood education

_____ Use email in submitting your 2 inquiry papers

_____ Completed orientation in Technology Center at assigned time
EDEC 201

Benchmark Assignments to Include in Your Development of Your Early Childhood Education Portfolio

1) Inquiry Paper #1
2) Inquiry Paper #2
3) Teacher Interview Report
4) Take and Pass Praxis I
USC Initial Certification
Candidate Dispositions

Candidate name _________________________ Program ______________ Date ______________

Experience (course #, student teaching, etc.) ________________________ School/Grade ________________

Rater (Circle one): self instructor school-based teacher supervisor Name ______________________

Check appropriate column for each focus: U (unacceptable) or A (acceptable) or L (lack of evidence):

<table>
<thead>
<tr>
<th>Focus Area/Primary Disposition*</th>
<th>Unacceptable (U)</th>
<th>Acceptable (A)</th>
<th>U</th>
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<tr>
<td>1. Professionalism</td>
<td>Does not consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.</td>
<td>Consistently and appropriately honors the needs and best interests of students, the work setting (school, district, university), and the profession. Demonstrates a pattern of professional behavior such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.</td>
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<td>Be responsible</td>
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<td>Primary Disposition: Integrity</td>
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<td>2. Supportive Interactions</td>
<td>Does not consistently interact with others (students, parents, colleagues) in ways that communicate respect. Uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.</td>
<td>Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Encourages and supports participation and success for all.</td>
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<td>Be nice</td>
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<td>Primary Disposition: Integrity</td>
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<td>3. Demonstrating Intellectual Curiosity</td>
<td>Lack of intellectual engagement with material or others (e.g., peers, instructors, students). Does not discuss or write in ways that demonstrate familiarity with required material (e.g., fails to ask appropriate questions or make thoughtful references to concepts of study). Argues point of view only in terms of personal experience or hearsay versus demonstrating an understanding of theory-, research-, or data-based evidence. Approach to learning is solely rote and reflects an emphasis on meeting minimal requirements. Fails to meet professional standards in written work and participation.</td>
<td>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Discussion and writings demonstrate study of required material (e.g., appropriate questions and comments referencing concepts of study). Makes connections between concepts, experiences, and content. Demonstrates an understanding of best practice (e.g., engaging students in asking questions and collecting data). Argues point of view in terms of theory-, research-, or data-based evidence. Takes advantage of learning opportunities. Meets professional standards in written work and participation.</td>
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<td>4. Self-assessment/Reflection</td>
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<td><em>Be open to self-improvement</em></td>
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<td>Primary Disposition: Intellectual Spirit</td>
<td>Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change. Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, supervisor) for negative results.</td>
<td>Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions.</td>
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<td>5. Appreciating Diversity</td>
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<td><em>Strive to understand others</em></td>
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<td>Primary Disposition: Justice</td>
<td>Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or devalues others.</td>
<td>Consistently models respect for all people. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Seeks a variety of perspectives in exploring issues. Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints).</td>
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<td>6. Providing Learning Experiences for All</td>
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<td><em>Provide for all</em></td>
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<td>Primary Disposition: Justice</td>
<td>Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.</td>
<td>Behaves in ways that reflect concern and equitable effort on behalf of all. Seeks information from variety of sources to analyze student needs and to plan and implement appropriate experiences. Interacts with students in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.</td>
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<td>Focus Area/Primary Disposition*</td>
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<td>7. Facilitating Personal Responsibility and Decision-making</td>
<td>Does not provide opportunities for learners to assume personal responsibility, make decisions, and solve real life problems in their immediate setting. Organization and interactions are limited to a sole authority figure with very few opportunities for student choice or decision-making. Does not facilitate understanding of the impact of the individual and the significance of their contributions to the well-being of others or the learning environment/setting.</td>
<td>Regularly provides opportunities for learners to assume personal responsibility, make decisions, and solve real life problems. Provides mechanisms for debating issues and determining courses of action. Facilitates understanding of the impact of individual actions on the greater good and provides opportunities for individuals (e.g., students, clients) to contribute to the well-being of others and the learning environment/setting.</td>
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<td>Primary Disposition: Justice</td>
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<td>8. Collaboration for the Greater Good</td>
<td>Behavior does not reflect an understanding of self as a representative of a group, the profession, or responsible party in the greater society. Repeatedly waits for others to take the lead or hinders progress. Approaches ethical dilemmas from a personal or unitary perspective.</td>
<td>Engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between own actions and the advancement of the group, profession, or greater society. Considers perspectives from all stakeholders when solving ethical or other dilemmas.</td>
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<td>Work with others to benefit a larger cause</td>
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<td>9. Utilization of Resources</td>
<td>Does not adequately manage resources (time, knowledge, materials, support mechanisms) to achieve desired outcomes for self and others (e.g., students, colleagues). Does not adequately plan and prepare to fulfill responsibilities. Behaves in ways which reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.</td>
<td>Consistently uses available resources (time, knowledge, materials, support mechanisms) to act appropriately and effectively in the pursuit of professional and academic goals. Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.</td>
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<td>Take initiative</td>
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*All four dispositions (integrity, intellectual spirit, justice, and stewardship) are reflected to some degree in all focus behaviors. Only the primary disposition related to each focus area is listed.

Attach an explanation of any unacceptable ratings or other comment.