



ED 140 Introduction to ECE
4 Credits
College Now/CTE
Student Outcome Checklist
cocc.edu/departments/college-now

Student's Name _____

Student's Signature _____ Completion Date _____

High School Teacher's Signature _____ Date _____

Recommended Grade _____ High School _____

COCC Review Instructor's Signature _____

COURSE DESCRIPTION: Beginning course in early childhood education which focuses on the teacher as a professional (advocacy, ethical practices, work-force issues, associations); provides strategies to manage an effective program operation; how to plan a safe, healthy learning environment; and gives an overview of the philosophy and history of ECE. Three hours of supervised weekly field placement required.

REQUIRED TEXT: *Early Childhood Education: Birth-8*, Driscoll & Nagel.

INSTRUCTIONS TO THE TEACHER: Each section is worth a designated number of points. In order to receive all points possible, the student must demonstrate in writing and/or presentation an understanding of the material and a clearly organized presentation of that material. Points awarded are up to the high school teacher's discretion; however, the college instructor retains the right to request additional information or assignment revision. If you have questions about the course content, call Amy Howell at 541.383.7784 or email at ahowell@cocc.edu.

REQUIRED DOCUMENTATION: When the student has successfully completed all outcomes the high school teacher will mail or deliver the following documents to: College Now Office, Central Oregon Community College, 2600 NW College Way, Bend, OR 97703.

1. Student notebook with designated tabs.
2. Signed final grade roster for the course.

GRADING: A, A-, B+, B, B-, C+, C, D, F.

See [College Now Grading Policy](#).

GRADING SCALE:

A	100 – 94%	B-	82 – 80%
A-	93 – 90%	C+	79 – 76%
B+	89 – 86%	C	75 – 70%
B	85 – 83%	D	69 – 60%
		F	59% and below

COURSE/NOTEBOOK REQUIREMENTS: Students are required to have a 1-inch 3 ring binder with a clear view cover, plus 6 tab dividers. The tabs should be labeled Outcome 1 through Outcome 6. The last tab should be labeled Field Placement. The notebook will contain the following components:

1. **Notebook Cover:** The student’s name, the course number, and the date of completion.
2. **Student Outcome Checklist (pages 1-2)** signed by the student and the teacher. Place in the front of the notebook.
3. **Tabs 1-5:** Each tab will include a cover sheet with the course outcome followed by the selected activities to meet the requirement for each outcome.
4. **Tab 6:** Field Placement information including the name, address, phone number of the site and the names of the site supervisor and supervising classroom teachers. Include field placement log. **At least 27 field placement hours are required.**

ACTIVITY SUBSTITUTION: For tabs 1-5 of the notebook, each outcome requires a designated number of completed activities. Activity ideas and descriptions are provided by the college instructor; however, the high school teacher and student may request an alternative activity. To request an alternative activity, the high school teacher must identify the outcome and describe the alternative activity in detail. Email the request to ahowell@cocc.edu. Amy Howell will email her response back to the teacher. If approved, the student must attach the email to the **Activity Substitution Petition** signed by the high school teacher and student. **A copy of the petition and approval email must be included in the notebook behind the corresponding outcome tab.**

OUTCOMES: The student will--

1. Explore the history of ECE and how historical events and patterns have shaped ECE today. (Tab 1)
2. Understand the primary theories of early childhood development and education that inform ECE today. (Tab 2)
3. Understand career opportunities available to those with a degree in ECE. (Tab 3)
4. Begin to understand diversity and how diversity impacts ECE. (Tab 4)
5. Explore the interrelatedness of homes, schools, and communities, including available resources, methods of support, and models of effective collaboration programs. (Tab 5)

GRADING: Students may earn up to 100 points.

Tab 1	Outcome 1	18 points possible	Points earned _____
Tab 2	Outcome 2	18 points possible	Points earned _____
Tab 3	Outcome 3	18 points possible	Points earned _____
Tab 4	Outcome 4	18 points possible	Points earned _____
Tab 5	Outcome 5	18 points possible	Points earned _____
Tab 6	Field Placement Log	10 points possible	Points earned _____

Total points _____

Recommended Letter Grade _____

Enter here and on page 1



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Activity Substitution Petition**

ACTIVITY SUBSTITUTION PETITION GUIDELINES

ACTIVITY SUBSTITUTION: For tabs 1-5 of the notebook, each outcome requires a designated number of completed activities. Activity ideas and descriptions are provided by the college instructor; however, the high school teacher and student may request an alternative activity. To request an alternative activity, the high school teacher must identify the outcome and describe the alternative activity in detail. Email the request to ahowell@cocc.edu. Amy Howell will email her response back to the teacher. If approved, the student must attach the email to the **Activity Substitution Petition** signed by the high school teacher and student. **A copy of the petition and approval email must be included in the notebook behind the corresponding outcome tab.**

Outcome # _____

Description of proposed activity:

Student Name Printed: _____

Signature of Student: _____

Signature of Teacher: _____

Signature of College Instructor: _____

**ED 140 Introduction to ECE
Outcome Agreement #1**

Outcome #1: Understand the difference between child care and child education. *(This agreement must be included at the beginning of Tab 1 of the notebook. Whenever possible, include copies of the activities used.)*

_____ Required textbook readings: Chapter 1.

Activity:

Student must complete 1 of the following activities. Each activity is worth 18 points.

_____ In 2-3 pages, write a position statement explaining the difference between child care and child education. In your writing, be sure to make clear distinctions between caring about children and providing appropriate educational and learning opportunities for children.

_____ Interview a child care provider in your area. Please ask about educational background of the provider and ask about what steps were taken to earn a license to provide care for children. Then, interview a director of an early childhood education program. Please ask about educational background and about what steps were taken to earn a license to provide education for children.

_____ Substitution activity

Total points earned _____/Total points possible 18.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____

**ED 140 Introduction to ECE
Outcome Agreement #2**

Outcome #2: Understand the history of ECE and how historical events and patterns have shaped ECE today. *(This agreement must be included at the beginning of Tab 2 of the notebook. Whenever possible, include copies of the activities used.)*

_____ **Required textbook readings: Chapters 2 & 3.**

Activity:

Students must complete 1 of the following activities. Each activity is worth 18 points.

_____ Student will design a timeline noting major movements, theorists, and dates in ECE's history.

_____ Student will consider the way in which ECE is in many ways reflective of society's views of children and the role of education. Based on today's world what, in your opinion, is the role of early childhood education and what are the goals for the field?

_____ Substitution activity

Total points earned _____/Total points possible 18.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____

**ED 140 Introduction to ECE
Outcome Agreement #3**

Outcome #3: Understand the primary theories of early childhood development and education that are used in ECE today. *(This agreement must be included at the beginning of Tab 3 of the notebook. Whenever possible, include copies of the activities used.)*

_____ **Required textbook reading: Chapters 3 & 5.**

Activity:

Students must complete 1 of the following activities. Each activity is worth 18 points.

_____ Observe an ECE setting (this can be a classroom, children’s museum, etc.). What theorist(s) could have designed this environment? What theories do you see at work? In your descriptions, be sure to tie specific examples of the educational environment to theories and ideas from the chapter.

_____ Select a theorist described in the reading. If you were to design a classroom environment based on this person’s work, what would it look like? Be sure to include classroom environment, materials, and the types of interactions you would expect to see.

_____ Make a table to compare 3 theorists described in your reading based on the following characteristics: view of children/learners, role of teacher, and purpose of education.

_____ After observing class for a day, develop a one-day plan for yourself. Assume that you are the teacher and use the ideas of this chapter to plan a day for a specific group of children. Along with your plan, describe a rationale for each of the routines or activities of curriculum.

_____ Substitution activity

Total points earned _____ / Total points possible 18.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____

**ED 140 Introduction to ECE
Outcome Agreement #4**

Outcome #4: Understand career opportunities available to those with a degree in ECE.

(This agreement must be included at the beginning of Tab 4 of the notebook. Whenever possible, include copies of the activities used.)

_____ **Required textbook reading: Chapters 7 & 8.**

Activity:

Students must complete 1 of the following activities. Each activity is worth 18 points.

_____ Go online and enter “careers in early childhood education.” Review several websites and note career opportunities, including degree requirements, for employment in the field of early childhood education. Be sure to include the URL of your sites.

_____ Select two local agencies that serve children and families. Conduct a phone interview with the director to inquire about the types of services the agency provides. What sort of education background does one need to have to have this sort of career? Be sure to include the names of your agencies.

_____ Substitution activity

Total points earned _____ / Total points possible 18.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____

**ED 140 Introduction to ECE
Outcome Agreement #5**

Outcome #5: Begin to understand diversity and how diversity impacts ECE. *(This agreement must be included at the beginning of Tab 5 of the notebook. Whenever possible, include copies of the activities used.)*

_____ **Required textbook reading: Chapters 10 & 11.**

Activity:

Student must complete 1 of the following activities. Each activity is worth 18 points.

_____ Visit the website <http://www.teachingforchange.org/teacher-resources/anti-bias-education> and select two articles to review. In 2-3 pages total, summarize the authors' main points, and discuss your reaction to the ideas suggested.

_____ Visit the website http://www.teachingforchange.org/anti-bias-education-articles#antibias_curriculum and scroll down to read the article, *What if All the Kids are White?* By Louise Derman-Sparks and Patricia Ramsey. After reading the article, discuss the points you find most important for fostering children's sense of identity.

_____ Substitution activity

Total points earned _____/Total points possible 18.

Student Signature _____

Teacher Signature _____

COCC Review Instructor Initials _____



FIELD PLACEMENT LOG

(Students may make more copies as necessary. Total hours on site must be at least 27.)
Place behind Tab 6 in the notebook.

Name of Student: _____

Name of Field Placement Site: _____

Date	Time In/Time Out	Activities: What did you do while at your site?	Supervisor Signature

TOTAL HOURS _____ **Must be at least 27 hours.**