## ECD 132 – Creative Experiences
### Early Childhood Development
Business and Public Service

**SEMESTER YEAR**

**Catalog Course Description:** In this course the importance of creativity and independence in creative expression are stressed.  A variety of age-appropriate media, methods, techniques and equipment are utilized.  Students plan, implement, and evaluate instructional activities.

| | |
|---|---|
| **Prerequisite(s):** | ENG 100 and RDG 100 |
| **Credit Hours:** | 3.0 |
| **Class Schedule:** | |

| | |
|---|---|
| **Instructor:** | |
| **Office:** | NA |
| **Office Hours:** | Upon  request |
| **Telephone:** | |
| **E-mail:** | |
| **Campus Mailbox:** | |
| **Program Website:** | www.midlandstech.edu/ecd |

**Program Director:** Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu
**Program Assistant:** Donya Albert, (803) 822-3358, albertd@midlandstech.edu
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**Interim Department Chair:** Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

**Textbook(s):** Mayesky, M. (2009). *Creative Activities for Young Children*. New York:  Thomson/ Delmar Learning. (Ninth Edition)
Good Start Grow Smart: South Carolina Early Learning Standards

**Course Objectives:** Upon completion of this course the student will be able to:
1. Describe the learning-by-doing concept.  (NAEYC 4b, 5a)
2. Discuss the objectives and goals of the creative play philosophy.  (NAEYC 4c)
3. Describe an effective creative play environment.  (NAEYC 1c)
4. Discuss the human influences that affect the creative play environment.  (NAEYC 1b, 4a)
5. Implement the components of the creative play program.  (NAEYC 5a, 5b, 5c)
6. Recognize and support the need for musical experiences in the daily lives of children.  (NAEYC 1a, 5a)
7. Identify characteristics, skills, and abilities of preschool age children that affect their music education. (NAEYC 1a, 3c)
8. List appropriate objectives of preschool music and creative dramatics programs.  (NAEYC 5a, 5b, 5c)
9. Identify the appropriate SC Early Learning Standard for created  lesson plans. (NAEYC 5c)

To complete these objectives, you will be given both in-class and out-of-class assignments.

### Course Outcomes and Competencies:
**Intended Course Outcome #5:** Students will be able to use content knowledge to build meaningful curriculum.
**Course Competency 5a:** Students will be able to demonstrate content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
**Performance Measurement Instrument and Success criteria:** Students will successfully complete creative lessons through their lab site visits.

## NAEYC Standards

### 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

### 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

### 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

### 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

### 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

### 6. BECOMING A PROFESSIONAL
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

### 7. EARLY CHILDHOOD FIELD EXPERIENCES
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

## Course Requirements:

## Tests:  400 potential points (40% of final grade)
A total of two short answer tests will be give worth 100 points each.  Each test will cover information from the textbook, course lectures, and class discussions.  There will be two presentations that count as test grades worth 100 points each.  One is a food presentation which will be discussed in class.  The final presentation is done during the last class of the semester.  This is a presentation of your favorite lab activity.  Rubrics will be discussed for both.

## ACTIVITIES (LESSON PLANS) FILE: 200 potential points (20% of final grade)
Each student will be required to develop a file of **15** age-appropriate creative activities.  The file must include **two activities** for each of the categories listed for a total of **10**.  The file will also contain **5** activities that coincide with lab activities.  These will be noted in your lab packet.  They must be recorded on the lesson plan sheet in this syllabus.  The first ten lesson plans will be worth 15 points each and the second five will be worth 10 points each.

**LESSON PLAN TOPICS FOR FIRST TEN ACTIVITIES:**

2

**MUSIC**                   **SCIENCE**
**LANGUAGE ARTS**        **SOCIAL STUDIES**
**MATH**

## Portfolio:  100 potential points (10% of final grade)

Each student will be required to develop a portfolio of his/her own artwork.  This will include ten different types of art.  All activities will be done in class.

## Lab Activities:  300 potential points (30% of final grade)

As part of the class requirements, students are assigned lab activities which are to be completed at a facility approved by the instructor.  Sites include child development centers, preschools, kindergarten classrooms, family child care, and public school settings.  There are 30 activities which require 1 hour of time for each  and are scored from 1-10 points.  Observations, record keeping, and large/small group activities are assigned as part of the lab activities.

## Class Participation:

Class participation is an important aspect of this class because the format is very interactive.  If a student needs points (within a range of 5-10) to reach a higher letter grade, his or her class participation will be taken into account.

## Course Grading:

### Specific Assignments:  Grading

All assignments will be graded for accuracy. <u>SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED!</u>  Only work turned in on time will be eligible for all possible points.  **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it <u>no more than one week after the due date</u> and you will receive up to 30% off your total score.**

| | |
|---|---|
| Exams (4 @ 100) | 400 |
| Lesson Plans  (10@15, 5@10) | 200 |
| Portfolio (10@ 10) | 100 |
| Lab Activities (30 @ 10) | 300 |
| **Total =** | **1000** |

### Early Childhood Grading Scale:

| | |
|---|---|
| A = 93-100 | 930-1,000 points |
| B = 85-92 | 850-929 points |
| C = 75-84 | 750-849 points |
| D = 70-74 | 700-749 points |
| F = Below 70 | Below 700 points |
| W  = Withdrawal before midterm | |
| WF = Withdrawal after midterm with a failing grade on the last day attended | |

### *Note: Please keep all assignments for your final portfolio for ECD 243.*

**Notes:**

_____

_____

_____

# Academic Affairs Student Guidelines and Expectations

*MTC Student Handbook:*

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at http://www.midlandstech.edu/handbook/; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

**Academic Integrity:**

- The students of MTC have adopted the following Honor Code:
  *As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.*
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
  - Copying from another student's paper.
  - Copying or presenting someone else's work as your own.
  - Using unauthorized materials during a test.
  - Collaborating with any other person during a test without permission.
  - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  - Bribing any other person to obtain information about tests.
  - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

**Class Attendance and Participation**:

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

**Tardies:** Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

**Withdrawal:** Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

**Classroom Conduct and Preparation:** All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences, opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the

instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

**Make Up Assessment and Presentation Policy:** Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a "0" for that assessment.

**Portable Electronic Devices:**

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college's emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

**Student Email Accounts (*MyMTC* Email)**:

▪ All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to http://www.midlandstech.edu/myemail.
▪ *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
▪ Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
▪ In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

*MyMTC***:**

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to http://mymtc.midlandstech.edu.

**Children on Campus:**

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors' offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

**Inclement Weather Policy:**

▪ If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college's information line (803-738-8324).
▪ Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
▪ Check for separate announcements for day and evening classes because weather conditions can change during the day.
▪ Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
▪ Check your syllabus for specific information about the inclement weather policy for that course.

**Campus Emergency Protocol**:

▪ To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
▪ To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.

- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: http://www.midlandstech.edu/Phone_Alert.htm.

**Student Evaluation of Instruction**:

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

**Accessibility and Special Accommodations:**

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at disability@midlandstech.edu if you have any questions or concerns.

**Copyright:**

Materials used in connection with MTC courses may be subject to copyright protection and should not be copied or downloaded for further dissemination without proper permission from the appropriate copyright holder.

**Work Left at the End of the Semester:** Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

**Dress Code:** All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

**Transferability of Course:** This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at www.midlandstech.edu/ecd to view program plans for transferring to four year colleges in this area.

**DSS Hours:** If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-ccccd.net/College_Courses.htm.

(Revised September 2013)

**Course Topic Outline/Course Calendar with Assignments:**

| Week | Date | Class Topic | Assignments Due |
|---|---|---|---|
| Week 1 | | Class introductions, explanation of labs, lesson plans, art portfolios, and presentations | None      **September 3-Labor Day Holiday |
| Week 2 | | Creativity and Aesthetics Art-Creative Sketching | Labs 1 and 2  Bring in a unique item that belongs to you |
| Week 3 | | Creative Activities and Environments Art-A Box Can Be Anything | Labs 3 and 4   Bring in a box |
| Week 4 | | Play, Development, and Creativity Art-Create a Toy | Labs 5 and 6  Bring in a recycled item |
| Week 5 | | **Art and Physical-Mental Development; Social-Emotional Development** | Labs 7 and 8 |
| Week 6 | | Developmental Levels and Art Art-Painting Without Brushes | **Labs 9 and 10 Bring in a painting tool that is not a paintbrush **Oct. 15-Fall Break Holiday** |
| Week 7 | | Program Basics; One and Two Dimensional Art Art-Sculpting | Labs 11 and 12  Study for Test One **FIRST SET OF TEN LESSON PLANS DUE** |
| Week 8 | | **Test One  Chapters 1-14** Dramatic Play and Puppetry Art-Puppets | Labs 13 and 14   Bring in items to make a puppet |
| Week 9 | | **Creative Movement and Music Art-Instruments** | Labs 15 and 16   Bring in items to make an instrument |
| Week 10 | | Creative Language Arts | **Labs 17 and 18  Bring in a favorite childhood book** |
| Week 11 | | Creative Science and Math Art-Beautiful Bubbles | Labs 21, 22, and 23 |
| Week 12 | | Creative Food,  Health and Safety, Social Studies  Art-Self Portraits | Labs 24, 25, and 26 Study for Test Two |
| Week 13 | | **Multiculturalism and Diversity Test Two Chapters 15-25 Art-Watercolor Quilt** | Labs 27-30   No late work accepted after today! **SECOND SET OF FIVE LESSON PLANS DUE** |
| Week 14 | | **Final Presentations** | **Congratulations!** |
| | | **CELEBRATION OF LEARNING** | **6 p.m.   Ten points extra credit for attendance** |

**PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course.  Any change will be announced in class before it becomes effective.**

**IMPORTANT NOTES****

30% of grade will be factored in for all late work. No late work accepted after one week.

**Lesson Plan**

Activity Title: _____ Length of Time Required: _____ Age Group: _____

Type of Group:   Individual _____          Small_____          Large _____

Setting for Activity: _____

Domain: (Only one)            ___ **Physical:** ___ Gross Motor          ___ **Cognitive/Discovery:** ___ Science
___ **Social**                                       ___ Fine Motor                                         ___ Math
                                                     ___ Health/ Self-help                                  ___ Creative
___ **Emotional**            ___ **Language**                                                               ___  Problem Solving

SC Early Learning Standard/Guideline/Common Core (label and write out):


Objective (Process based, specific & must match Domain):


Materials/Equipment:




Preparation Needed:




Opening – (Connect with the Child/ren)):



Procedure: (step by step)

1.


2.


3.


4.

Open-ended Questions to Ask:

1.


2.

Evaluation (matches domain & objective – be very specific – what will you see the child doing to know he/she got it?):



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## Rubric for Lesson Plans (10@15=150, 5@10=50; 200 total)

| Criteria | Points |
|---|---|
| Students demonstrate knowledge of the subject area as it pertains to the activity.  The use of creative expression is very apparent. The activity is age-appropriate.  All materials and procedures are listed.  The student demonstrates practical use of the activity. | 15/10 points |
| Activity does not demonstrate knowledge of the subject area. | 10-14/6-9 points |
| Activity does not show procedures and materials needed. | 1-9/1-5 points |
| Activity was not turned in | 0 points |

## Rubric for Portfolio (10@10=100)

| Criteria | Points** |
|---|---|
| The work is fully completed.  The work pertains to the unit of study as assigned. Creativity is shown. | 10 Points |
| The work is not complete.  It does not pertain to the unit of study as assigned. | 0-5 Points |

** Since we focus on the PROCESS VS PRODUCT in this class, especially in art, the criteria for this particular assessment does not allow for a large range in scoring.

## Rubric for Lab Activities (30@10=300)

| Criteria | Points** |
|---|---|
| The work includes all specific questions answered. Details are included. There is a signature from the supervising teacher, time noted, and facility listed. Students constructively contribute their own ideas about their observations and activities | 10 Points |
| There are details about the observation/activity missing. | 7-9 Points |
| There are no written contributions of the student's ideas about their observations/activities. | 5-6 Points |
| The information lacks several specifics from the any of the above criteria. | 1-4 Points |
| The activity was not turned in | 0 Points |

# ECD 132 – Creative Experiences

**Assessment Record for** _____

| Assignments and Total Points | Tests | Activities Lesson Plans | Portfolio | Lab Activities | Lab Points |
|---|---|---|---|---|---|
| **Tests (400)** | | | | | |
| Test 1 | 100 | | | | |
| Test 2 | 100 | | | Lab Activity 1 | 10 |
| Test 3 | 100 | | | Lab Activity 2 | 10 |
| Test 4 | 100 | | | Lab Activity 3 | 10 |
| **Activity Files (200)** | | | | Lab Activity 4 | 10 |
| **MUSIC (2@15)** | 30 | | | Lab Activity 5 | 10 |
| **LANGUAGE ARTS (2@15)** | 30 | | | Lab Activity 6 | 10 |
| **MATH (2@15)** | 30 | | | Lab Activity 7 | 10 |
| **SCIENCE(2@15)** | 30 | | | Lab Activity 8 | 10 |
| **SOCIAL STUDIES(2@15)** | 30 | | | Lab Activity 9 | 10 |
| | | | | Lab Activity 10 | 10 |
| | | | | Lab Activity 11 | 10 |
| **Five with Lab Activities@10** | 50 | | | Lab Activity 12 | 10 |
| | | | | Lab Activity 13 | 10 |
| **Portfolio (100)** | | | | Lab Activity 14 | 10 |
| Artwork 1 | | | 10 | Lab Activity 15 | 10 |
| Artwork 2 | | | 10 | Lab Activity 16 | 10 |
| Artwork 3 | | | 10 | Lab Activity 17 | 10 |
| Artwork 4 | | | 10 | Lab Activity 18 | 10 |
| Artwork 5 | | | 10 | Lab Activity 19 | 10 |
| Artwork 6 | | | 10 | Lab Activity 20 | 10 |
| Artwork 7 | | | 10 | Lab Activity 21 | 10 |
| Artwork 8 | | | 10 | Lab Activity 22 | 10 |
| Artwork 9 | | | 10 | Lab Activity 23 | 10 |
| Artwork 10 | | | 10 | Lab Activity 24 | 10 |
| **LABS (300)** | | | | Lab Activity 25 | 10 |
| | | | | Lab Activity 26 | 10 |
| | | | | Lab Activity 27 | 10 |
| | | | | Lab Activity 28 | 10 |
| | | | | Lab Activity 29 | 10 |
| | | | | Lab Activity 30 | 10 |
| | 400 | 200 | 100 | | 300 |

A = 93-100   930-1,000 points
B = 85-92    850-929 points
C = 75-84    750-849 points
D = 70-74    700-749 points
F = Below 70   Below 700 points

**Midland's Technical College**
**ECD 132 – Creative Experiences**
**Student Information Sheet & Syllabus Contract**

**Name:** _____ **Phone:** _____

**Address:** _____

_____

**Email Address**: _____

**Child Care Program**: _____ **Phone:** _____

**Emergency Contact Person**: _____ **Phone:** _____

What I hope to learn from this class**:**

_____

_____

_____

What the instructor needs to know to help me be successful in this class:

_____

_____

_____

I, _____, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

STUDENT: _____ Date: _____

INSTRUCTOR: _____ Date: _____