



ECD 210– Early Childhood Intervention
Early Childhood Development
Business and Public Service

Semester Year

Catalog Course Description: This course provides a study of a variety of intervention procedures reflecting various models, including child centered, child directed, behavioral, cognitive, and social approaches to instruction.

Prerequisite(s): RDG 100 & ENG 100
Credit Hours: 3.0
Class Schedule:

Instructor:
Office:
Office Hours:
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
Departmental Assistant: Kim Bauer, (803) 822-3320, bauerk@midlandstech.edu
Interim Department Chair: Sandra Hackley, (803) 822-3592, hackleys@midlandstech.edu

Textbook(s):

Pretti-Frontczak, K., & Bricker, D. (2004). *An activity-based approach to early intervention* (3rd ed.). Baltimore: Paul H. Brookes Publishing Co.

Good Start Grow Smart: South Carolina Early Learning Standards

Course Objectives: Upon completion of this course the student will be able to:

1. Demonstrate knowledge of theories, specific causes, classifications, and practices necessary to plan and implement curriculum for children with special needs in early childhood settings. NAEYC (1a, 1b, 1c, 4d)
2. Utilize available resources to aid children with special needs and their families. NAEYC (3b)
3. Identify characteristics of developmental disabilities and at-risk conditions. NAEYC (1a, 3b, 3c)
4. Demonstrate and interpret the use of screening and diagnostic instruments used with young children with developmental disabilities. NAEYC (3a, 3b, 3c, 3d)
5. Know and understand how to work effectively with a multi-disciplinary team in an effort to coordinate an appropriate educational program integrating parents, school, and community resources. NAEYC (1c, 2c, 4d, 6c)
6. Describe environmental and educational accommodations necessary for including children with special needs. NAEYC (1c)
7. Explain the importance of utilizing systematic observations in different situations and demonstrate the ability to use two methods of observation. NAEYC (3a - 3d)
8. Explain the importance of collaboration with professionals and families in serving young children with special needs, describe examples of collaborative activities, and demonstrate collaborative skills. NAEYC (2c, 3d, 6b, 6e)
9. Utilize reflective assessment to evaluate skills and curriculum approaches appropriate for children with special needs. NAEYC (3a-3d, 4b)

Course Outcomes and Competencies:

Intended Course Outcome #3: Students will be able to observe, document, and assess young children and explain how appropriate assessment supports young children and families.

Course Competency 3a: Students will be able to explain the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

Performance Measurement Instrument and Success criteria: Students will successfully complete an early intervention plan for a child who had been previously assessed.

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: 500 potential points (50% of final grade)

A total of (5) five tests, each worth 100 points will be given. Each test will cover information from the textbook, course lectures, discussions, and videos, and will test the understanding of the information covered. The test dates are scheduled. Pop quizzes will be at the discretion of the instructor.

Journal Articles: 200 potential points (20% of final grade)

Each student will be required to read and review 4 professional journal articles regarding exceptional children, disabilities, and/or inclusion, intervention etc.

Intervention Plan: 200 potential points (20% of final grade)

Each student will be required to complete an intervention plan utilizing information from the volunteer opportunities in ECD 107 or ECD 207.

Modified Material: 50 potential points (5% of final grade)

Each student will be required to plan and prepare a teacher-made or modified game, song, activity, or material designed for use with a child with different needs or abilities. This material will be demonstrated in class and be made to leave with the supervising classroom teacher. Criteria and format will be discussed in class.

Resource Collection: 50 potential points (5% of final grade)

Each student will collect at least 10 local resources to aid in understanding and helping children with special needs and their families.

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

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.

Course Grading:

Specific Assignments: Grading

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! 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 no more than one week after the due date and you will receive up to 30% off your total score.**

Test (5 @ 100)	500
Journal Articles (4 @ 50pts each)	200
Intervention Plan	200
Modified Material	50
Resource Folder	<u>50</u>
	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



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:

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 CCCCCD will translate the ECD classes into DSS hours. For more information, go to http://www.sc-cccd.net/College_Courses.htm.

(Revised September 2013)

Course Topic Outline/Course Calendar with Assignments:

Date	Topic	Assignment due:
1	Get to know you	•
2	Chapter 1: Evolution of Activity-Based Intervention	• Read Chapter 1
3	Chapter 2: Description of Activity-Based Intervention	• Read Chapter 2
4	Test 1 Professional Journal Article Review due	• Prepare for test 1 • Submit first journal article review
5	Chapter 3: Activity-Based Intervention and a Linked System	• Read Chapter 3
6	Chapter 4: Organizational Structure of an Activity-Based Approach Resource Collection Due	• Read Chapter 4 • Submit Resource Collection
7	Test 2 Professional Journal Article Review due Chapter 5: Application of Activity-Based Intervention	• Prepare for test 2 • Submit 2 nd journal article review • Read Chapter 5
8	Chapter 6: Activity-Based Intervention and the Team Modified Material due	• Read Chapter 6 • Submit Modified Material
9	Test 3 Professional Journal Article Review due Chapter 7: Issues Associated with the Use of an Activity-Based Approach	• Prepare for test 3 • Submit 3 rd journal article review • Read Chapter 7
10	Chapter 8: Conceptual Foundations for an Activity-Based Approach	• Read Chapter 8
11	Test 4 Professional Journal Article Review due Intervention Plan due	• Prepare for test 4 • Submit 4 th journal article review • Submit Intervention Plan
12	Chapter 9: The Empirical Bases for an Activity-Based Approach	• Read Chapter 9
13	Chapter 10: Into the Future	• Read Chapter 10
14	Catch up & Prepare for Final	
	Celebration of Learning	

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.

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

Name: _____ Instructor: _____
 Title of Journal Article: _____
 Due Date: _____ Date Turned In: _____

Rubric – ECD 210 Professional Journal Article Review

Purpose/Goal: Student will prepare a typed journal article review *relating to young children with special needs and abilities and intervention.*

*****JOURNAL ARTICLE REVIEWS MAY NOT BE EDITED AFTER THEY HAVE BEEN GRADED*****
Journal article must be from an approved professional journal or it will not be accepted

Total possible score: 50 (5% of final grade) Actual Score _____

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Self	Score
Topic	Paper relates to <i>young children with special needs and abilities.</i> (8)	Paper relates to an early childhood topic, but not <i>young children with special needs and abilities</i> (4)	Paper does not relate to an early childhood topic (0)		
½ Page Summary	Summary review of article is ½ page and is clear and comprehensive. (14)	Summary review of article is less than ½ page summary and/or is difficult to understand. (8)	Does not include a summary of the article. (0)		
½ Page Reaction	Paper includes ½ page reaction to article that is clear and comprehensive. (14)	Paper includes less than ½ page reaction to article and/or is difficult to understand. (8)	Paper does not include a reaction to article. (0)		
Grammar/ Spelling/ Sentence Structure	0-4 grammatical and/or spelling errors and 0-1 incomplete sentences. (6)	5-9 grammatical and/or spelling errors and/or 2-3 incomplete sentences. (4)	10 or more grammatical and/or spelling errors and/or 4 or more incomplete sentences. (0)		
APA Style	Paper is prepared in APA style: journal is cited in APA style at bottom of page, type is double-spaced, using 12-point font, and 1” margins on left, top, and bottom. (8)	3-4 components at left followed. (2)	1-2 components at left followed. (0)		
Total					

23 - 25 =A; 20 - 22 = B; 17 - 19 = C; 15 - 16 = D; 14 points or less = F

Rubric for Resource Folder

Purpose/Goal: Students will collect resources to aid in understanding and helping children with special needs and their families.

Total possible score: 50 Actual Score _____

Criteria	Excellent	Fair	Poor	Self	Score
Number of Resources	10 or more community resources (20)	6-9 Community resources (10)	0-5 Community resources (0)		
Content relates to exceptional children	All resources relate to children with special needs (14)	6-9 Resources relate to children with special needs (10)	0-5 Resources relate to children with special needs (0)		
Comprehensive	All resources have comprehensive information to accommodate a referral. (10)	6-9 are comprehensive (5)	0-5 are comprehensive (0)		
Professionalism	Resources are well organized and neat (6)	Resources are somewhat organized (2)	Resources are not organized (0)		
Comments:					Total:

Rubric- Intervention Plan

Purpose/Goal: Students will complete an intervention plan utilizing information from the volunteer opportunities in ECD 107 or ECD 207, the course textbook, and information from the instructor. Attached to the plan will be an explanation of why the student chose what they did for intervention strategies.

Total possible score: 200

Actual Score _____

Criteria	Excellent	Fair	Poor	Self	Score
Content	Content is fully developed, is clearly written, and easy to understand. Paper contains specific intervention strategies rooted in the child's needs. (80)	Content is partially developed, but is unclear or is incomplete, making it difficult to understand. Paper contains intervention strategies that are not specific. (40)	Content is not developed and/or is difficult to understand. Paper does not contain intervention strategies. (0)		
Explanation	Thorough and thoughtful explanation attached to intervention plan explaining why each intervention strategy was suggested. (50)	Minimal explanation attached to intervention plan (10)	No explanation attached to intervention plan (0)		
Professional	Activity is user-friendly, neatly written, and has all necessary components. No grammar or spelling errors. (30)	Activity is user-friendly, but missing directions and/or components. Minimal grammar &/or spelling errors.(10)	Activity is not user- friendly. Ex: too confusing, too messy, missing directions, missing components, etc. Numerous grammar &/or spelling errors.(0)		
Developmentally Appropriate	All strategies used in the intervention plan are developmentally appropriate. (20)	Most of the strategies used in the intervention plan are developmentally appropriate. (8)	Many of the strategies used in the intervention plan are not developmentally appropriate. (0)		
Child as a Whole	Includes thorough and accurate description of child, including personality traits, likes and dislikes, preferences, etc. (20)	Minimally describes the child (10)	No description of the child as a whole (0)		
Comments:					Total:

Rubric –Modified Activity/Game

Purpose/Goal: Students will modify an activity or game to include a child with special needs.

Total possible score: 50

Actual Score _____

Criteria	Excellent	Fair	Poor	Self	Score
Helpful	Activity assists a child with special needs (15)	Activity somewhat assists a child with special needs (10)	Activity did not assist a child with special needs (0)		
Developmentally appropriate	Activity is developmentally appropriate, with developmental level stated. (10)	Activity is developmentally appropriate. (5)	Activity is not developmentally appropriate. (0)		
Age appropriate	Activity is age appropriate, with age level stated. (10)	Activity is age appropriate. (5)	Activity is not age appropriate. (0)		
Professional	Activity is use- friendly, neatly written, has directions, and has all necessary components. (15)	Activity is user-friendly, but missing directions and/or components. (10-5)	Activity is not user-friendly. Ex: too confusing, too messy, missing directions, missing components, etc. (0)		
Total:					

ECD 210 – Early Childhood Intervention

Assessment Record for _____

Assignments and Total Points	Activities	Totals
<u>Tests</u>		
Test 1	100	500
Test 2	100	
Test 3	100	
Test 4	100	
Test 5	100	
<u>Journal Articles</u>		
Journal Article 1	50	200
Journal Article 2	50	
Journal Article 3	50	
Journal Article 4	50	
<u>Intervention Plan</u>	200	200
<u>Modified Game or Activity</u>	50	50
<u>Resource Folder</u>	50	50
	1000	1000

A = 93-100

B = 85-92

C = 75-84

D = 70-74

F = Below 70

930-1,000 points

850-929 points

750-849 points

700-749 points

Below 700 points

**Midland's Technical College
ECD 107 – Exceptional Children
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: _____