



ECE 366 41B Learning Environments

COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Donna E. McCrary Ph. D. Associate Professor

Office Location: Navarro Campus

Office Hours: Before or after class or by appointment

Office Phone: 214 914 6912

University Email Address: donna.mccrary@tamuc.edu

Preferred Form of Communication: email or text

Communication Response Time: 1 to 2 days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Kostelnik, M.J., et. al. *Developmentally Appropriate Curriculum*. Pearson Education Inc, (latest edition).

Course Description

This course explores early childhood organizational plans, procedures, physical facilities and surveys appropriate materials and equipment. Emphasis is placed on the process of designing appropriate learning environments for young children.

Student Learning Outcomes: General

As a result of participating in this course the student should be able:

1. To clarify developmentally appropriate principles and practices of early childhood education.
 - a. Assessment: Observation of early childhood program models.
 - b. Assessment: Beyond the Blackboard video assignment

The syllabus/schedule are subject to change.

- c. Assessment: Quiz Units 1-9
- 2. To identify behavioral characteristics of young children to meet individual, developmental, and diversity needs.
 - a. Assessment: Facilitating Work and Play assignment
 - b. Assessment: Quiz Units 1-9
- 3. To equip and supply an early childhood classroom.
 - a. Assessment: Classroom Inventory
 - b. Assessment: Quiz Units 1-9
- 4. To plan and organize a child centered environment.
 - a. Assessment: Creation of a Classroom Model
 - b. Assessment: Quiz Units 1-9
- 5. To build communication skills with parents and paraprofessionals.
 - a. Assessment: Assessment Activity
 - b. Assessment: Quiz Units 1-9

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will be required to use the current learning management system, Microsoft Word, Powerpoint, Youtube videos and Web browsing skills while completing this course.

Instructional Methods

This course will use a variety of quizzes, discussions, and chapter application activities achieve the student learning objectives.

All quizzes, application exercises and discussions are included on D2L.

Quizzes are designed as a study guide for each chapter. Quizzes may be retaken to achieve the grade desired by the students.

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Application exercises are designed as ways to apply the information that has been mastered in the quizzes. Students are encouraged to review the application exercises at the beginning of the semester. Several exercises require observations in the community.

Class Discussions will be used to summarize major units of study. Students must respond to the discussion and to others in the discussion group. The class participation grade will be based on the amount and level of discussion.

Student Responsibilities or Tips for Success in the Course

Success in this course will depend on the amount of effort that you put forth to achieve the student objectives. During the course you will be required to read the course syllabus, participate in all learning activities and complete course quizzes. This will require a weekly check (D2L) on the course website and a minimum of six hours a week of study time.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

All assignments are worth 100 points. The final grade will be based on the total points of course assignments and your point completion rate. For example, if your final point percentage is within the 90% - 100% range, you will receive an A in this class. Your grades will be updated regularly in the D2L gradebook. You may check your percentages as you go through the semester.

Assessments

The following rubric is a general outline for assessing all assignments. Please use this rubric to plan your responses and anticipate the grade you will receive.

100-90=Highly impressive—well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.

89-80=Commendable—in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.

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79-70=Developing-probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.

69-60=Minimal-somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

Assignments and alignment Student Learning Outcomes

1. To clarify developmentally appropriate principles and practices of early childhood education.
 - a. Observation of early childhood program models.
 - b. Beyond the Blackboard video assignment
 - c. Quiz Units 1-9
2. To identify behavioral characteristics of young children to meet individual, developmental, and diversity needs.
 - a. Facilitating Work and Play assignment
 - b. Quiz Units 1-9
3. To equip and supply an early childhood classroom.
 - a. Classroom Inventory
 - b. Quiz Units 1-9
4. To plan and organize a child centered environment.
 - a. Creation of a Classroom Model
 - c. Quiz Units 1-9
5. To build communication skills with parents and paraprofessionals.
 - a. Assessment Activity
 - b. Quiz Units 1-9

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

My aim is to be in quick communication with you. I do respond to text and email quickly. If you have not heard from me within two day time frame, please text or email again. I might have missed the communication or it did not come through. If you need to call me to discuss an issue, please feel free to call the number of the syllabus.

Correspondingly, I will make every effort to grade papers in a timely fashion. You will notice that I have given you several weeks to complete the quizzes, discussions and assignments for a set of chapters. This will allow you to go into depth on a topic you may be interested in researching further and not feel challenged to get an assignment done by just “skimming the surface” within a week’s time. Therefore, please note it will take me time to grade the large amount of assignments that are submitted. My goal is to have your grades posted by the due date of the next set of assignments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. Assignment Due Dates

All assignments are due by the date listed on the course outline.

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A **30 point deduction** will be applied for each class day that an assignment is turned in past the assignment due date.

2. Written Assignments

All assignments must be typed in legible (preferably Times Roman) 12 pt font. College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the department of literature and languages. They will not assist with spelling. Please make sure someone proofs your paper. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

3. Professionalism component.

You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience. Students who come into class expecting an A need to rethink their reason for being here. If you want an A, then you will work to earn the A. **The Professional Behavioral Standards Evaluation Form** will be used at such a time as it is warranted due to non-compliance with these expectations.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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