Please, click on the following link to access A&M-Commerce
Covid 19 Information,www.tamuc.edu/stay-healthy-lions/

ECE 366 Learning Environments

COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Professor: Josh Thompson, Ph.D. (he, him) (I prefer to be called Dr. Thompson)
Office Location: Ed South 204
Office Hours: by appointment, before and after class
University Email Address: Josh.Thompson@tamuc.edu
Professor's Webpage: http://faculty.tamuc.edu/jthompson
Course Webpage: http://faculty.tamuc.edu/jthompson/537

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.

The *syllabus/schedule are subject to change.*

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.

2.   To identify behavioral characteristics of young children to meet individual, developmental, and diversity needs.

3.   To equip and supply an early childhood classroom.

4.   To plan and organize a child centered environment.

5.   To build communication skills with parents and paraprofessionals.

Tech Standards for ECE 366
(These standards are embedded in coursework and assignments)

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
Teacher Knowledge: What All Teachers Know *Teachers of Students in Grades EC-12*
1.1k how to use innovative technology and electronic communication to create new knowledge;
1.3k how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology.
Application: What All Teachers Can Do *Teachers of Students in Grades EC-12*
1.3s analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product;
1.4s apply prior knowledge to develop new ideas, products, and processes; and

The *syllabus/schedule are subject to change.*

1.5s create, present, publish, and copyright original works as a means of personal or group expression.

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Teacher Knowledge: What All Teachers Know
Teachers of Students in Grades EC-12

2.1k how to design and format digital information for appropriate and effective communication;

2.2k how to deliver a product electronically in a variety of media;

Application: What All Teachers Can Do
Teachers of Students in Grades EC-12

2.2s participate in electronic communities as a learner, initiator, and contributor;

2.3s employ technological collaboration such as sharing information through online communications to complete tasks;

2.4s use groupware, collaborative software, and productivity tools to create products;

2.5s use technology in self-directed activities to create products for and share products with defined audiences;

2.6s evaluate student-created products through self- and peer review for relevance to the assignment or task prior to final submission;

2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences;

The *syllabus/schedule are subject to change.*

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

2.8s use a variety of media, formats, devices, and virtual environments to select, store, and deliver products;

2.10s create and manage personal learning networks to collaborate and publish with peers, experts, or others by using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies.

Standard III: All teachers acquire, analyze, and manage content from digital resources.

Teacher Knowledge: What All Teachers Know
Teachers of Students in Grades EC-12

3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;

3.2k how to evaluate and validate acquired electronic information; and

Application: What All Teachers Can Do
Teachers of Students in Grades EC-12

3.2s apply appropriate electronic search strategies in the acquisition of information to guide inquiry, including keyword and Boolean search strategies;

3.3s use online help and other documentation;

The *syllabus/schedule are subject to change.*

3.5s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources;

Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Teacher Knowledge: What All Teachers Know
Teachers of Students in Grades EC-12

4.1k how to use appropriate computer-based productivity tools to create and modify solutions to problems;

Application: What All Teachers Can Do
Teachers of Students in Grades EC-12

4.3s collect and analyze data to identify solutions, make informed decisions, and support reasoning;

4.4s use multiple processes and diverse perspectives to explore alternative solutions;

Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

4.9s use tools such as word processing, spreadsheets, databases, graphic organizers, charts, multimedia, simulations, models, and programming languages to collect, analyze, and represent data.

The *syllabus/schedule are subject to change.*

Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Teacher Knowledge: What All Teachers Know
Teachers of Students in Grades EC-12

5.3k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.

Application: What All Teachers Can Do
Teachers of Students in Grades EC-12

5.3s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, a lab, or on the Internet or an intranet;

Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Teacher Knowledge: What All Teachers Know
Teachers of Students in Grades EC-12

6.1k the correct use of hardware components, software programs and various systems and their connections;

6.2k how to use software applications, including selecting and using software for a defined task;

Application: What All Teachers Can Do
Teachers of Students in Grades EC-12

The *syllabus/schedule are subject to change.*

6.1s demonstrate knowledge and appropriate use of operating systems, hardware systems, network systems, virtual systems, learning systems, software applications, and communication and networking components;

6.2s manipulate files by using appropriate naming conventions, file management (including folder structures and tagging), file conversions, and emerging digital organizational strategies;

6.4s navigate systems and applications accessing peripherals both locally and remotely;

Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

6.8s perform basic software application functions, including but not limited to opening an application program and creating, modifying, printing, and saving documents;

6.9s apply techniques and available resources (such as online help and knowledge bases) to troubleshoot minor technical problems with hardware and software;

6.12s use a variety of input and storage devices such as mouse/track pad, keyboard, microphone, digital camera, digital voice recorder, scanner, disk/disc, modem, and controller;

6.13s demonstrate keyboarding proficiency in technique and posture while building speed and accuracy;

The *syllabus/schedule are subject to change.*

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at https://tea.texas.gov/sites/default/files/ch149aa.pdf as well as the Texas Prekindergarten Guidelines https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf'

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will be required to use the current learning management system, Micorost 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 in 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.
Application exercises are designed to 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%

The *syllabus/schedule are subject to change.*

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.

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.

The *syllabus/schedule are subject to change.*

      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

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:

The *syllabus/schedule are subject to change.*

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.

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 a 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.

The *syllabus/schedule are subject to change.*

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.

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.

The *syllabus/schedule are subject to change.*

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

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

The *syllabus/schedule are subject to change.*

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/

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.

The *syllabus/schedule are subject to change.*

The *syllabus/schedule are subject to change.*