



COURSE ECE, 366, 01W, Learning Environments

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

Instructor: Ms. Michele Anderson

Office Location: Sowers Education South, Room 201

Office Hours: Mondays and Thursdays, 4:00-5:30 pm

Office Phone: 903-886-5537

University Email Address: michele.anderson@etamu.edu

Preferred Form of Communication: **Email**

Communication Response Time: 24 Hours Monday-Friday

Online virtual Office Hours: Mondays and Thursdays, 4:00-5:30 pm

Virtual Office Hours 25/26 or by appointment

<https://us02web.zoom.us/j/85281936982>

Meeting ID: 852 8193 6982

COURSE INFORMATION

Course Materials:

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

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Course Description

ECE 366 - Learning Environments

Course Description

The syllabus/schedule are subject to change.

This course will emphasize the developmentally appropriate design of an early learning environment for young learners that supports the learning process, family engagement, and the education of all learners. Strategies for differentiating the learning environment for the diverse needs of learners will also be discussed through project-based learning that integrates social studies content and the fine arts.

Standards and Framework Items Addressed by the course as a whole: **Teacher Preparation Standards:** 4.D.i-iii; **Prekindergarten Guidelines:** VII.A.1-3, VII.B.1-3, VII.C.1-2, VII.D.1-3; **EC:PK-3 Standards:** (b)3, (f) Social Studies; **PPR Standards:** 1.20s, 1.22k, 2.1-12k, 2.6-13s, 2.19-23k, 2.18-19s, 3.7k, 3.9k, 3.9s; **EC:PK-3 Test Framework:** II.005.A-G, V.010.I-L; **PPR Test Framework:** II.005.F, II.006.A-G

Performance Assessment Description

Students will design a supportive and challenging learning environment demonstrating understanding of foundational principles, concepts, methods, and multiple interacting influences on learning and development. Students will also create a safe and respectful environment by establishing, communicating, and maintaining clear expectations for student behavior. As part of the physical environment, students will plan a learning center focusing on a Social Studies topic demonstrating understanding of Social Studies TEKS and Prekindergarten guidelines further applying knowledge of developmentally appropriate, research-based, and evidence-based instructional practices to promote students' development of grade-level skills. First, students will develop the context for learning to represent an authentic school setting through data and analysis of chosen grade-level in a specific Texas school and district. Information from the context for learning will provide connections between the learning environment (physical, affective, and Social Studies) and children's everyday lives to build on children's interests creating meaningful, authentic learning experiences through real-world application.

Curriculum Standard	Test Framework – Domain & Competency	Performance Assessment for Mastery
Teacher Preparation Standards: 4.D.i, 4.D.ii, 4.D.iii Prekindergarten Guidelines: VII.A.1, VII.A.2, VII.A.3, VII.B.1, VII.B.2, VII.B.3, VII.C.1, VII.C.2, VII.D.1, VII.D.2, VII.D.3 EC:PK-3 Standards: (b)(3), and (f) Social Studies PPR Standards: 1.20s; 1.22k, 2.6k; 2.7k; 2.8k; 2.9k; 2.10k; 2.19k; 2.20k; 2.21k; 2.22k; 2.23k, 2.6s; 2.7s; 2.8s; 2.9s; 2.10s; 2.18s; 2.19s; 3.7k; 3.9k;	EC:PK-3 Test Framework: II.005.A, II.005.B, II.005.C, II.005.D, II.005.E, II.005.F, II.005.G V.010.I, V.010.J, V.010.K, V.010.L PPR Test Framework: II.005.F, II.006.A, II.006.B, II.006.C, II.006.D, II.006.E	Physical and Affective Learning Environment Design

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Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. **Contextual Analysis for Authentic Learning Environments:** The student will apply context for learning to develop an authentic learning environment that reflects children's everyday lives, interests, and cultural backgrounds.
2. **Alignment to Content Areas and Standards:** The student will plan a learning center that incorporates resources and strategies to promote meaningful learning experiences aligned with Social Studies TEKS and Prekindergarten guidelines.
3. **Designing Developmentally Appropriate Learning Environment:** The student will design a physical learning environment demonstrating an understanding of developmentally appropriate practices.
4. **Creating a Positive Learning Environment:** The student will be able to develop a safe and affective learning environment by establishing clear behavioral expectations and promoting positive student interactions through intentional classroom management strategies.
5. **Synthesis of Physical and Affective Environments:** Students will create a multimedia presentation that demonstrates safe, supportive, and challenging learning environments with a focus on Social Studies concepts and skills.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities or Tips for Success in the Course

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

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	20%
Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

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Assessments

PBA	<p>Physical and Affective Learning Environment Design ECE 366 PBA</p> <hr/> <p>Students will design a supportive and challenging learning environment demonstrating understanding of foundational principles, concepts, methods, and multiple interacting influences on learning and development. Students will also create a safe and respectful environment by establishing, communicating, and maintaining clear expectations for student behavior. As part of the physical environment, students will plan a learning center focusing on a Social Studies topic demonstrating understanding of Social Studies TEKS and Prekindergarten guidelines further applying knowledge of developmentally appropriate, research-based, and evidence-based instructional practices to promote students' development of grade-level skills. First, students will develop the context for learning to represent an authentic school setting through data and analysis of chosen grade-level in a specific Texas school and district. Information from the context for learning will provide connections between the learning environment (physical, affective, and Social Studies) and children's everyday lives to build on children's interests creating meaningful, authentic learning experiences through real-world application.</p>
Alignment	<p>Teacher Preparation Standards: 4.D.i-iii Prekindergarten Guidelines: VII.A.1-3, VII.B.1-3, VII.C.1-2, VII.D.1-3 EC: PK-3 Standards: (b)3, (f) Social Studies PPR Standards: 1.20s, 1.22k, 2.1-12k, 2.6-13s, 2.19-23k, 2.18-19s, 3.7k, 3.9k, 3.9s EC:PK-3 Test Framework: II.005.A-G, V.010.I-L PPR Test Framework: II.005.F, II.006.A-G 19 TAC §228.30(d)(3)</p> <ul style="list-style-type: none"> • Prekindergarten Guidelines Social Studies • PreK-3 Standards <ul style="list-style-type: none"> ○ (b)3 Child Development ○ (f) Social Studies <p>19 TAC §228.30(d)(4)</p> <ul style="list-style-type: none"> • Teacher Standards Physical Environment & Classroom Management

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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>

The syllabus/schedule are subject to change.

LMS Browser Support:

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 campus open computer lab, etc.

COMMUNICATION AND 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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The syllabus/schedule are subject to change.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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).

<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:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<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/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

East Texas A&M University

Velma K. Waters Library Rm 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

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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](#)

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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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

January 12, 2026- May 1, 2026

Module 1- Jan.12-Feb. 6, 2026	Foundations of Developmentally Appropriate Practice	Introductory Assignment 1- Due January 19, 2026 Assignments 2 and 3 due February 6,2026
Module 2- Feb.9-March 6, 2026	Domains of Development- part1	Assignments Module 3, due March 6, 2026 Midterm-Friday March 6, 2026
Module 3- March 16- April 10, 2026	Domains of Development- part 2	Assignments Module 3- Due April 10, 2026
Module 4 April 13- May 1, 2026	Classroom Organization, Instruction and Management	Assignment due May 1, 2026 Final Friday May 1, 2026

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