INSTRUCTOR: Dr. Linda E. St.Clair, Ed. D., M. Ed., B. S., Adjunct Professor  
Office Location: EDS 134  
Office Hours: Tuesdays and Thursdays (9:30 AM-10:45 AM)  
Office Fax: 903-886-5581  
University Email Address: Linda.StClair@tamuc.edu


Required Supplies: Watercolor markers, scissors, tape, glue sticks, pencils, small plastic supply box (Bring these supplies to every class meeting.)

Course Description: ECE 366 provides a study of Early Childhood organizational plans, procedures, physical facilities, and a survey of materials and equipment. This course develops a process of designing appropriate learning environments for young children.

Course Goal: To help students recognize appropriate ECE environments that promote active, hands-on learning, respect for children as individuals, and to allow for the development of the whole child.

Student Learning Outcomes: This class is listed by the University as an Early Childhood Education course and will enable students:
1. To clarify developmentally appropriate principles/practices of Early Childhood Education (TEA Competency 2.1k: the importance of creating a learning environment in which diversity and individual differences are respected)
2. To identify behavioral characteristics of young children to meet individual, developmental, and ELL and diverse needs (TEA Competency 1.1k: the intellectual, social, physical, and emotional developmental characteristics of students in different age groups)
3. To equip and supply an Early Childhood classroom (TEA Competency 2.19k: features and characteristics of physical spaces that are safe and productive for learning)
4. To plan and organize a child-centered environment (TEA Competency 2.6s: establish classroom rules and procedures to promote an organized and productive learning environment)
5. To build communication skills with parents and paraprofessionals (TEA Competency 4.1s: interact appropriately with families that have diverse characteristics, backgrounds, and needs)
6. To associate ECE TExES competencies with course content (TEA Competency 1.6s: use the Texas Essential Knowledge and Skills (TEKS) to plan instruction)

* The learner will be an active and engaged participant in discussions and Cooperative Learning Group activities by analyzing, constructing/creating, and evaluating information presented within the course textbook, external readings and resources, student research, and class activities.
* The Learner will be an active and engaged participant in discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class Cooperative Learning Groups activities.
* The Learner will demonstrate an understanding of the methods used in education by creating a DAP book for young children, highlighting the technology employed, and the appropriateness and effectiveness in the study of Early Childhood Education.
* The Learner will demonstrate an understanding of the course materials through objective exams (Mid Term and Final Exams).

TEA Standards I-IV. Domains I-IV. Competencies are as follows:

**Standard I. Domain I. & Domain III.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous/appropriate assessment.

**TEA Competencies:** (23)

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups
1.2k the implications of students’ developmental characteristics for planning appropriate instruction
1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs
1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate
1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs
1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction

**Standard II. Domain II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.1k the importance of creating a learning environment in which diversity and individual differences are respected
2.3k establishes a positive classroom climate that fosters active engagement in learning among students
2.6k how classroom routines and procedures affect student learning and achievement
2.7k how to organize student groups to facilitate cooperation and productivity
2.9k procedures for managing transitions
2.10k routines and procedures for managing and using materials, supplies, and technology
2.21k procedures for ensuring safety in the classroom
2.19k features and characteristics of physical spaces that are safe and productive for learning
2.6s establish classroom rules and procedures to promote an organized and productive learning environment
2.7s organize and manage groups to ensure that students work together cooperatively and productively

**Standard III. Domain III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, timely, high-quality feedback.

**TEA Competencies:**

3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals

**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments:** This course is composed of a series of assignments and assessments (Mid Term and Final Exams) to assist students in achieving the course goals and objectives. Each week, you will work on various combinations of in class and/or outside of class assignments, activities, discussions, Cooperative Learning Groups activities, readings, and/or research, etc.

- **Complete the Mid Term Exam** (possible 50 pts., plus optional Extra Credit) and **Final Exam** (possible 50 pts., plus optional Extra Credit).
  (Course Objective/Learning Outcome #2 (TEA 1.1k): The learner will identify behavioral characteristics of young children to meet individual, developmental and diversity needs.)

- Each week, the learner will work on activities, discussions, brainstorming, problem-solving, etc. in Cooperative In-Class Learning Groups that pertain to the textbook chapter topic(s). (possible 100 pts. @ 5 pts. per group activity, 20 group activities)
  (Course Objective/Learning Outcome # 1-6 (TEA 2.19k, 2.6s, 4.1s, 1.6s, 2.1k): The learner will clarify developmentally appropriate principles and practices of Early Childhood Education.)
Education; the learner will identify behavioral characteristics of young children to meet individual, developmental, ELL and diversity needs.)

- **Complete and present a Parent Pack** (possible 100 pts.): Carefully following the “Rubric for a Parent Pack” instructions handout, create a totally and completely original Parent Pack for sending EC activities home to reinforce a specific concept/skill already introduced at school for any grade level between PreKindergarten and third grade.  
  **(Course Objective/Learning Outcome # 2 (TEA 1.1k): The learner will identify behavioral characteristics of young children to meet individual, developmental and diversity needs.)**

- **Complete and present a DAP Original Children’s Book with a Story-Related Puppet** (possible 100 pts.): Carefully following the “Rubric for an Original Children’s Book” instructions handout, create a totally and completely original children’s book for any grade level between PreKindergarten and third grade (the Early Childhood grades).  
  **(Course Objective/Learning Outcome # 2 (TEA 1.1k): The learner will identify behavioral characteristics of young children to meet individual, developmental and diversity needs.)**

- **Read the assigned chapter(s) on the Weekly Assignment Sheet from the course textbook prior to each class meeting and complete any assignments from the instructor by the specific due date(s).**

**Grading:** The Course Evaluation includes 300 points for Class Meetings Attendance which is 10 points per Class Meeting. The Course Evaluation is based upon earned points as follows:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>630-700</td>
<td>Course Grade of an A</td>
</tr>
<tr>
<td>559-629</td>
<td>Course Grade of a B</td>
</tr>
<tr>
<td>488-558</td>
<td>Course Grade of a C</td>
</tr>
<tr>
<td>417-487</td>
<td>Course Grade of a D</td>
</tr>
<tr>
<td>Less than 417</td>
<td>Course Grade of an F</td>
</tr>
</tbody>
</table>

**TECHNOLOGY REQUIREMENTS**

This information is provided to assist you in using technology in this face to face course. The instructor will deliver course content via all or some of the following technology methods: Publisher’s Website Power Points, resources, discussions, activities, test bank questions/suggestions, etc. The following technology is needed to be successful in this course: Internet connection (high speed recommended, not dial up), Word Processor (Microsoft Word 2003 or 2007), access to the TAMU Commerce University Library site, and access to a working email.

**ACCESS AND NAVIGATION**

(Not applicable)

**COMMUNICATION AND SUPPORT**

Interaction with Instructor Statement: (Not applicable)

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**
Course Specific Procedures

Attendance/Participation: According to University rules, students may be dropped from the class for excessive unexcused absences. That will be considered for this course. Participants are expected to be on time and to actively participate consistently. Any unexcused absences will result in an adjustment to your Final Grade or as mentioned, according to University rules, students may be dropped for excessive unexcused absences. For an absence to be excused, you must submit a note to the instructor from your physician, your child’s physician, your principal/director, or your immediate work supervisor addressing the specific reason for your absence, according to University policy. It is very important that in the event of an emergency and you must miss a class, you are responsible for obtaining class materials, assignments, and/or notes from one of your classmates. Class participants are expected to be on time to actively engage in discussions, Cooperative Learning Groups, and/or activities during our class meetings. Lack of participation will impact your grade, especially if you are on the borderline of a grade. Each student should arrive on time and not pack up their belongings early and prior to the instructor’s dismissal.

Discussions/Cooperative Learning Groups: Each student should contribute frequently and consistently to class discussions and Cooperative Learning Group activities.

Classroom Etiquette: Each student is expected to be polite and engage in civil interactions with all members of the class (Student’s Guide Handbook, Policies, Procedures, Conduct, pages 67-73). Each student is expected to turn OFF all phones, pagers, texting devices, emailing, laptops, and all other electronic devices before entering our classroom. The instructor will deduct points from your overall grade for having electronic devices turned ON and/or in use during class meetings. All students are expected to conduct themselves in a professional manner at all times. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Assignments: Assignments are due on specific dates as assigned by the instructor. Assignments will be accepted after the due date; however, points may be deducted for assignments submitted after the due date(s).

Academic Integrity: Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. TAMU Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct, including plagiarism, copyright violations, and cheating. Each student is expected to read the Student’s Guide Handbook. The minimum penalty for an act of academic dishonesty will be the assignment of a grade of a “0” (zero) on the exam(s) or assignment(s). The maximum penalty is expulsion from the University.
University Specific Procedures:

Requests for Special Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee’s approval.

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
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

A & M-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.

COURSE OUTLINE/CALENDAR

Note: ECE 366 students will receive Weekly Assignment sheets according to the overall progress of the class. Please keep these and the ECE 366 Course Syllabus close at hand and accessible for quick reference of assignments, chapter readings, due dates, exam dates, etc.