Course Syllabus for
CUIN 3003 Educational Foundations

Instructor: E.L. Walter-Sullivan, Ph.D.
Office Location #310 Wilhelmina Fitzgerald Delco Building
Office Phone: (936) 261-3665
Fax: (936) 261-3914
Email Address: elwaltersullivan@pvamu.edu

U.S. Postal Mail Address: Prairie View A&M University
P.O. Box 619
Mail Stop 2410
Prairie View, TX 77446

Office Hours: TBA
Teacher-candidates needing to meet with the instructor for registration issues and related concerns (advisement) may do so during posted office hours; however, office may be suspended without notice due to committee meetings and other duties.

Class Location: TBA

Class Meeting Days & Times: Tuesday & Thursday 8:00 AM-9:20 AM

Catalog Description: CUIN 3003. Educational Foundations. (3-0) Credit 3 semester hours. An examination and study of the structure, culture and organization of the American public school and its curriculum. The course requires field-based experiences.

Prerequisites: Admission to Teacher Education and/or Permission from Department Head


Internet Sources:
PVAMU Library:
Phone: (936) 261-1500;
Web: http://www.tamu.edu/pvamu/library/
Websites:
www.texesreviews.com www.sbec.state.tx.us
www.coursesmart.com www.texas.nesinc.com
http://www.texas.ets.org/texes/prepMaterials/
E.L. Walter-Sullivan, Ph.D.
III. Course Evaluation Methods
Multiple opportunities to demonstrate knowledge of subject, progress and ability will be afforded to each teacher-candidate. Evaluation occurs because of and according to (a) lectures, (b) class participation (c) test/quiz schedules, (d) assignments in and out of class, (e) projects and (f) preparedness.

This course will utilize the following instruments to determine student grades:
- **Exams/Quizzes** – written tests and quizzes designed to measure knowledge of presented course material
- **Exercises** – written assignments designed to supplement and reinforce course material
- **Projects** – web and instructor developed assignments designed to measure ability to apply presented course material
- **Class Participation** – daily attendance, participation in class discussions, department orientation, seminars & workshops.

IV. Grading Matrix
As indicated below, several methods will be used to evaluate teacher-candidates knowledge of subject, progress and ability.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Essay of Observations</td>
<td>20%</td>
</tr>
<tr>
<td>Competencies Project(s)</td>
<td>10%</td>
</tr>
<tr>
<td>Journal Article Reviews</td>
<td>10%</td>
</tr>
<tr>
<td>Histography</td>
<td>15%</td>
</tr>
<tr>
<td>Impact of Education: An Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes/Exams</td>
<td>10%</td>
</tr>
<tr>
<td>Classwork/Homework/ Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

V. Grade Determination as per University policy:
- A = 100 – 90%;
- B = 89 – 80%;
- C = 79 – 70%;
- D = 69 – 60%;
- F = 59% pts or below

VI. Exam Policy
Makeup examinations will not be given except under documented emergencies (See University Student Handbook and Submission of Assignments below and page 6 of this document). Mid-Term and Final Exams are scheduled as per the University calendar; therefore, all teacher-candidates should schedule travel plans accordingly.

VII. Field Experiences:
A course requirement is that teacher-candidates spend a total of **15 hours** observing and working in a school setting. Teacher-candidates will submit a mandatory visitation log twice during the semester and a Validation Form that must be completed for the Office of Field Experiences. The **Reflective Essay of Observations** will be written and evaluated using the following criteria:
- 1) The writer makes direct reference to the public school classroom observation/experience.
- 2) The writer thoughtfully articulates his/her response to the topics addressed during class discussions.
- 3) The writer’s report consists of at least three pages that are properly formatted (see below), and meets the requirement of college-level writing (see Expectations for Written Assignments, pg 5).

VIII. Submission of Assignments: All assignments are to be completed and submitted on scheduled due date as per instructor directives. Late submissions ARE NOT ACCEPTED. EXTRA CREDIT is not available.

IX. Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in the plain text, Microsoft Word or Rich-Text format.

The writing process, which includes revisions, should be used to complete most writing assignment. **ALL drafts must be typed** in Times New Roman, Geneva or similar fonts (12-point maximum) with one-inch margins and **double-spaced**. Any handwritten assignments must be **legible**. The instructor determines legible handwriting. Once an assignment (homework, quiz, project, etc.) is received, it becomes the property of the instructor.

**RETAIN COPIES OF ALL YOUR WORK!**
Criteria for Classroom Observations and Reflective Essay for Foundations of Education

X. Classroom Observations -- Observation protocols should be used as data gathering tools. The data gathered will assist you in composing the Reflection Essay. Each blank protocol sheet should be duplicated as needed in the format distributed (2-sided). Periodically, the instructor will ‘spot check’ protocol forms for work completed. Teacher-candidates should complete one protocol form per class observation. Completed protocols will be compiled and submitted with the Reflective Essay of Observations.

Comments on observations:
Remember that you represent Prairie View A&M University and the Whitlowe R. Green College of Education. Maintain the highest level of professional respect for this program, the school that you are visiting, the students who observe you and the classroom teacher who has graciously allowed you to be a part of the class. Lastly, as you visit classrooms, see yourselves as researchers---seeking information and as future teachers---seeking ideas.

XI. Reflective Essay of Observations -- This formal reflection essay is a report on specific instances of teaching and/or learning. The 3 to 5 page essay will be your written analysis of observations from the field.

Components of the essay should adhere to college-level writing and include the following:

- Demographic information of the district/school/teachers and students that you observed. This information should be substantiated by Academic Excellence Indicator System (AEIS) data.
- Describe at least two instructional methods/strategies, and specific student responses to lessons that include teacher behaviors to student responses. The strategies described should compare to the Historical Instructional Methods discussed and outlined in the textbook.
- Conclude by summarizing how the study of Foundations of Education has begun to shape your own educational ideas and/or pursuits. Justifications for your ideas must be clearly stated and based on chapter readings and class discussions.

Comments on Writing:

1) Take pride in your writing, even if writing is either your favorite activity or the one that you do not excel.
2) Proofread your papers very, very carefully.
3) Upwards from 10% of your grade may be subtracted for errors in sentence structure, grammar, typing, formatting, spelling and punctuation.
4)
XII. Expectations for Written Assignments

**A Work**—A level work is clearly outstanding and reflects substantial effort. All aspects of the assignment are responded to in a cogent, organized and cohesive manner. Well-chosen, supportive examples and persuasive reasoning are utilized. There is an introduction, conclusion and transition between sections. The mechanics of the paper are excellent. There are few grammatical errors, but spelling/word choice errors do not exist.

**B Work**—B level work is of high quality. Most of the aspects of the assignment are covered in an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is clear structure to the paper. The mechanics of the paper are good—there are some minor grammatical and/or spelling errors, but these do not detract substantially from the content of the paper.

**C Work**—C level work is inadequate. The author does address the main aspects of the assignment, although some are not covered thoroughly. Examples are given, but not developed fully. The paper lacks a clear organizational structure. The mechanics of the paper are poor. There are a number of grammatical and/or spelling errors.

**D Work**—D level work is unsatisfactory. The paper shows serious weaknesses. The assignment is not addressed and/or the response is incoherent. There is little obvious structure to the paper. The mechanics of the paper are abysmal. There are frequent grammatical and/or spelling errors.

XIII. This Course is Web-Enhanced. All class meetings are face-to-face with the incorporation of web-based materials via, eCourse and TrueOutcomes. Any announcements and email communications pertaining to the course may be sent through eCourse and/or your PVAMU University email account.

XIV. TrueOutcomes

TrueOutcomes is a tool that the Whitlowe R. Green College of Education uses for assessment purposes. Five class assignments, items of coursework that serve as evidence that course objectives are met, will be uploaded to TrueOutcomes (www.trueoutcomes.net).

XV. Technical Support: For access to information on training, accessing PVAMU e-mail accounts and eCourses visit the Prairie View Webpage (www.pvamu.edu). Call the Prairie View A&M University Helpdesk at 936-261-2525 or the Office of Distance Learning at 936-261-3290 or 936-261-3282 for technical issues. The helpdesk is available 24 hours a day/7 days a week.

XVI. Netiquette (online etiquette): Teacher-candidates are expected to participate in all discussions and virtual classroom chats when directed to do so. Teacher-candidates are to be respectful and courteous to others in the discussions. Foul or abusive language is prohibited. When referring to information from books, websites or articles, use APA standards to reference sources.

XVII. Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours. The instructor will:

- check email messages continuously throughout the workweek (Monday through Friday).
- respond to email messages during the workweek by the close of business (5:00 pm) on the day following receipt of them.

The instructor will not:

- respond email or phone messages requesting to know what was missed in class.

Emails received on Friday will be responded to by the close of business the following Monday.
XVIII. Support Teams
Professional educators at all levels are commonly called upon to work in teams. Research is usually conducted while working with a team of other researchers. Few teams are composed only of people who naturally work well together. Instead, team members take the responsibility to bridge any gaps that occur. On the other hand, team members should neither expect others to do their share or the assignments, nor assume responsibilities that rightfully belong to their fellow team members.

Each teacher-candidate will be assigned to a group. Part of the practice of teaching is to function productively in groups. Questions about assignments should first be addressed to members of the Support Team. Teacher-candidates should behave in a respectful and responsible manner with team members throughout this course. If needed, the instructor will facilitate a team meeting with all group members.

Participation in the Support Team activities is an important factor in determining each teacher-candidate’s final course grade.

XIX. Professional Language and Behavior
Teacher-candidates are expected to behave professionally at all times during this course. Please know that your apparel is a reflection of your professional behavior. Respectful language epitomizes the teacher-candidates knowledge of the complexity and level of importance of a teaching career. It is important that we all honor individual differences by:

a) using ‘people first’ language (e.g. “students with learning disabilities”)

b) listening and respectfully responding to individuals with varied beliefs and backgrounds, and

c) discussing conflicting viewpoints in a calm and respectful manner.

XX. University Rules and Procedures
Per the University Undergraduate Catalog, absences are accumulated beginning with the first day of class. The instructor takes attendance every class meeting. It is the teacher-candidate’s responsibility to be on time. Three (3) late arrivals constitute one (1) absence. Tardiness is disruptive to class proceedings. Announcements and/or directions may not be repeated. Teacher-candidates arriving after the official start of class are tardy.

XXI. Attendance
Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. As this class meets twice weekly, two absences = one week. The instructor is not required to accept assignments when the teacher-candidate’s absence is unexcused. Excessive absences may result in the reduction of final grades. Specifically, five (5) unexcused absences will result in a reduction of your grade by “20” points. Each subsequent absence will result in a 10-pt reduction per occurrence.

Absences on Religious Holy Days
In accordance with Texas Education Code, Section 51.925, subchapter (Z), a teacher-candidate may be absent from classes for the observance of a religious holy day. The teacher-candidate must notify the instructor of possible absences that apply to this category during the 1st week of class. The notification must be in writing and the instructor, in writing, must acknowledged receipt of the notice. After which, teacher-candidates will be permitted to take missed examinations and complete missed assignments. ‘A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20.’

In the case of an excused absence, teacher-candidates may acquire the assignment (via instructor or classmate) and/or notes (via classmate) before the assignment due date.

In the event of a physician’s appointment, a copy of the dated medical excuse must be given to the instructor during the next class period following the appointment date. If a school activity (band, athletics, etc) occurs during class time, documentation from the coordinator of the school activity must be given to the instructor before—not AFTER, the day of the school activity. For more information, see the University Catalog.

Problems with (including standing in lines for) the following are UNEXCUSED absences:

- Schedules/Car(s)
- Counseling/Advisor(s)
- Financial Aid / Registrar
- Other Offices/Instructors
XXII. Student Academic Appeals Process
In those instances where teacher-candidates believe that miscommunication, errors or unfairness may have adversely affected the instructor's assessment of their academic performance, the teacher-candidate has the right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

XXIII. Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides a comprehensive civil rights protection to individual with disabilities. The instructor MUST BE INFORMED of any special needs during the 1st week of class. Grades and grading procedures are not retroactive for this course, nor previous courses. Teacher-candidates who require special accommodations should contact the Office of Disability Services by phone (936.261.3585) or visit the office, which is located in 317 Evans Hall.

XXIV. Academic Integrity:
Per the University Undergraduate Catalog, course credit, degrees and certificates are to be earned by students and may not be obtained through acts of dishonesty. Disciplinary action will be taken against any teacher-candidate who alone or with others engages in any act of academic fraud or deceit to include but not limited to acquiring information, providing information, plagiarism, collusion and dual submissions, conspiracy, fabrication of information, misrepresentations, alterations of documents, and forgery.

When there is clear evidence of cheating, plagiarism, collusion or misrepresentation on a test, quiz or assignment, a grade of zero will be designated.

Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>First Day of Instruction</td>
<td>Tuesday, January 19, 2010</td>
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<tr>
<td>Chat with the Dean</td>
<td>Thursday, January 21, 2010</td>
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<tr>
<td>Late registration</td>
<td>Friday, January 22, 2010 and Saturday, January 23, 2010</td>
</tr>
<tr>
<td>Admission to Teacher Education</td>
<td>Friday, January 22, 2010</td>
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<tr>
<td>Packets Due</td>
<td>Thursday, January 28, 2010</td>
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<tr>
<td>General Student Assembly</td>
<td></td>
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<tr>
<td>Last day to withdraw without record &amp;</td>
<td>Wednesday, February 3, 2010</td>
</tr>
<tr>
<td>12th Class Day</td>
<td>Monday, February 15, 2010</td>
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<tr>
<td>20th Class Day</td>
<td>Tuesday, February 16, 2010</td>
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<tr>
<td>Student Teaching for Fall 2010</td>
<td></td>
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<tr>
<td>Application Deadline</td>
<td></td>
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<tr>
<td>Mid-term examination period</td>
<td>Thursday, March 11, 2010 - Saturday, March 13, 2010</td>
</tr>
<tr>
<td>Summer &amp; Fall 2010 Graduation</td>
<td>Friday, March 26, 2010</td>
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<tr>
<td>Application Deadline</td>
<td></td>
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<tr>
<td>Last day to withdraw from PVAMU with a “W”</td>
<td>Monday, April 5, 2010</td>
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<tr>
<td>Early registration for Summer &amp; Fall 2010</td>
<td>Tuesday, April 13, 2010</td>
</tr>
<tr>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>Course Review Days</td>
<td>Monday, May 3, 2010-Tuesday, May 4, 2010</td>
</tr>
<tr>
<td>INSTRUCTOR OFFICE HOURS SUSPENDED</td>
<td><del>Confirmed Appointments Only</del></td>
</tr>
<tr>
<td>Study days:</td>
<td>Wednesday, May 5, 2010 - Thursday, May 6, 2010</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Friday, May 7, 2010 - Wednesday, May 12, 2010</td>
</tr>
<tr>
<td>INSTRUCTOR OFFICE HOURS SUSPENDED</td>
<td><del>Confirmed Appointments Only</del></td>
</tr>
<tr>
<td>Commencement</td>
<td>Saturday, May 15, 2010</td>
</tr>
</tbody>
</table>
TExES COMPETENCIES - Teacher-candidates will complete and document classwork that pertain to the thirteen competencies represented on the PPR.

Competency 001
The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002
The teacher understands student diversity, knows how to plan learning experiences and designs assessments that are responsive to differences among students and that promote all students’ learning.

Competency 003
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004
The teacher understands learning processes, factors that influence student learning, and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Competency 005
The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006
The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Competency 007
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts

Competency 008
The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

Competency 010
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Competency 011
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 013
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Chapters &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*Overview of the Course Goals and Expectations for Class  *Student Profile  *Field Based Experiences  *Diagnostic Seminars  *LECTURE—Important Terms  *Syllabus Contract  *Support Teams  *Competency Assignments  *TRUEOUTCOMES &amp; *eCourse  *LECTURE—Chapters 1-2</td>
<td><strong>Part One:</strong> Understanding the Teaching Profession  <strong>Chapters 1-2</strong>  Homework  Class Work</td>
</tr>
<tr>
<td>2</td>
<td>*Overview of Visitation &amp; Observation Log for Field Based Experiences  *Overview of Components for Reflection Essay</td>
<td><strong>Part Two:</strong> Historical and Philosophical Foundations  <strong>Chapters 3-6</strong>  Homework  Class Work</td>
</tr>
<tr>
<td>3</td>
<td>*Review for Quiz  *Overview of Expectations for Competency Assignment</td>
<td><strong>Chapters 3-6 Competencies</strong>  Homework  Class Work</td>
</tr>
<tr>
<td>3</td>
<td>*Quiz for Chapters 1-4;  *Review for EXAM #1  *Review Expectations for Support Team Report</td>
<td><strong>Part Two:</strong> Historical and Philosophical Foundations  <strong>Chapters 3-6</strong>  Homework  Class Work</td>
</tr>
<tr>
<td>4</td>
<td>*LECTURE—Chapters 3-4; Important Terms</td>
<td><strong>Chapters 3-6 Competencies</strong>  Homework  Class Work</td>
</tr>
<tr>
<td>4</td>
<td>*Support Team Assignments  *LECTURE—Chapters 3-6  *LECTURE—Chapters 3-6</td>
<td><strong>Chapters 3-6 Competencies</strong>  Homework  Class Work</td>
</tr>
<tr>
<td>5</td>
<td>*Quiz for Chapters 3-6  *Review Expectations for Support Team Report  *1st Support Team Reports  *LECTURE—Chapters 3-6  *Announced Observation Log “Spot Check”  *LECTURE— Review for EXAM #2</td>
<td><strong>Chapters 3-6 Competencies</strong>  Homework  Class Work  Homework  Class Work</td>
</tr>
<tr>
<td>6</td>
<td><strong>Exam #2</strong>  *Review of EXAM #2  *LECTURE—Chapters 10-12; Important Terms  *Support Team Reports  *LECTURE—Chapters 10-12</td>
<td><strong>Part Four:</strong> Social Foundations  <strong>Chapters 10-12</strong>  Homework  Class Work  Homework  Class Work</td>
</tr>
<tr>
<td>6</td>
<td><strong>Review for Mid-term Examination</strong></td>
<td><strong>Chapters 1-6 &amp; 10-12 Competencies</strong></td>
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Tentative Schedule of Assignments & Readings for **Foundations of Education**
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Chapters &amp; Assignments</th>
</tr>
</thead>
</table>
| Week 11 | *Review of Mid-Term Exam  
*LECTURE—Chapters 13-14; Important Terms  
*Announced Observation Log “Spot Check” | Part Five: Curricular Foundations  
Chapters 13-14 |
| Week 12 | *LECTURE— Review for EXAM #3 | Chapters 13-14 Competencies  
Homework  
Class Work |
| Week 13 | *Review EXAM #3  
*Support Team Reports  
*Begin Review for Final Exam  
*LECTURE—Part One-Five; Important Terms | Exam #3  
Part One- Ch 1-2;  
Part Two- Ch 3-6;  
Part Four- Ch 10-12  
Part Five- Ch 13-14 |
| Week 14 | *Begin Review for Final Exam  
*LECTURE—Part One-Five; Important Terms | Competencies  
Homework  
Class Work  
Course Review Day  
Classwork  
Competencies |
| Week 15 | *Support Team Presentations  
* Support Team Presentations  
* Support Team Presentations  
* Support Team Presentations | Class Work  
Competencies  
Study Day |
| Week 16 | | Final Examinations |

Disclaimer---The instructor reserves the right to make changes to the syllabus at any time during the semester. Teacher-candidates will be notified of any significant changes.

SPECIAL READING ASSIGNMENT: See Instructor for details.
From the Desk of  
E. L. Walter-Sullivan, Ph.D.

SYLLABUS CONTRACT

My signature below indicates that I have read, understand and agree to the conditions set forth in the Syllabus for  
CUIN 3003--Educational Foundations

I understand that:

√ The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.

√ The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any significant changes.

√ Extra credit will not be given to improve my grade.

√ I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.

√ I am responsible for all course work even if I do not attend class.

√ In accordance with the Syllabus, late assignments are not accepted.

√ It is my responsibility to request an appointment with the instructor after consulting with my class Support Team if I have difficulty with this course.

√ I will listen to my peer’s opinions and respect them, especially if they differ from my own.

√ Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply.

√ I understand Prairie View A&M University’s Academic Integrity Policy, and I will be in compliance to the rules and procedures therein.

√ I am responsible for my own academic integrity and the integrity of my work.

√ If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to check with my Support Team first, then inform the instructor in an appropriate amount of time if my questions are not answered. Furthermore, if I do not, I am fully responsible for my actions and any consequences.

√ I understand that a consequence for non-compliance to class policies and procedures may result in a reduction of or a failing grade for this course.

________________________________________________________________________________________

(Date)                                                          (Signature)              (Teacher-Candidate’s Printed Name)