



EDUC1301.032HY Introduction to Education

Course Syllabus: Fall 2025

"Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed."

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Office Hours	Online
	Mon. – Thurs. 8:00-5:00

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description:

An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Identify current issues influencing the field of education and teacher professional development.
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.

Prerequisite(s): None

Required Instructional Materials:

Text: Introduction to Teaching – Making a Difference in Student Learning – Edition 4

By: Gene E. Hall; Linda F. Quinn; Donna M. Gollnick

Publisher: SAGE Publications, Inc.

The e-book is provided with the course. You are not required to purchase a hard copy of the text. You must have access to e-book provided to complete assignments. **It is important that you do not opt out of e-book.**

Evaluation/Grading Policy:

1. Weekly assignments are posted in 2 folders accessed from the homepage. The folders are the *Remember, Understand, Analyze and Apply Folder*, and the *Create and Evaluate Folder*. Click on the weekly link to access these folders containing the assignments.
2. Weekly quizzes are accessed through the *Remember, Understand, Analyze, and Apply Folders*. There is a 1-hour time limit on quizzes. Be sure that you have a strong internet connection when taking a quiz. You may use your textbook to check the answers before submission.
3. Information, instructions, and materials for completing observation assignments are found in the FBE folder located on the Homepage. Observations must be made in public schools. Students are responsible for arranging observations. During observations the students are to strictly observe and should not assist in instruction.
4. It is expected that all assignments be turned in by the due date. One week after the due date, zeros will be given. If you have a major emergency such as a severe illness, death in the family, etc. contact the instructor in a timely manner regarding work.
5. With the exception of the Observation PPT, late work is accepted up to one week after the due date. Late work is penalized 5 points for each day late. After one-week zeros will be recorded unless you have made prior arrangement with the instructor.
6. Discussion boards, exit cards, and connection assignments are graded with rubrics. Before beginning these assignments, study the rubric so that you understand expectations and how your work will be graded.
7. **You must have access to Microsoft Word to complete textbook assignments.** Microsoft Word is free to all NTCC students. Instructions for loading Microsoft Word are provided by IT. Go to the Student Page and click on BB Tech Help. Then click on Prepare Devices for Courses. Click on Step 4 – Install Office 365 to begin the installation.
8. **Do not opt out of the e-book.** You must have access to the e-book to complete textbook assignments.

The Course Map details assignment due dates, and the percentage various assignments count toward the final grade average.

1301 Course Map

Assignments by Category and Location	Due Date	Percent of Total Grade
<u>Weekly Module Assignments</u> Chapter Video Activities <i>Modules 1 – 14</i> <i>Remember, Understand, Analyze Apply Folders</i> Exit Cards <i>Modules 1 – 14</i> <i>Evaluate and Create Folders</i>	Due Sunday evening by midnight	30%
<u>FBE Time Logs</u> Time Log 1 <i>FBE Folder</i>	9/21/25	

Time Log 2 <i>FBE Folder</i>	10/12/25	
<u>Quizzes</u> Chapter Quizzes <i>Modules 1 – 14</i> <i>Remember, Understand, Analyze Apply Folders</i>	Due Wednesday evening by midnight	15%
<u>Weekly Module Discussion Boards</u> Discussion Boards <i>Modules 1 – 14</i> <i>Evaluate and Create Folders</i>	Initial post Due Friday by midnight, responding to 2 others Due Sunday evening by midnight	25%
<u>Lesson Plan Evaluation</u> <i>Module 15</i>	10/12/25	5%
<u>Connections Measuring Assessments</u> Bronfenbrenner's Ecological Model Assignment <i>Module 2</i> <i>Evaluate and Create Folder</i> Gardener's Multiple Intelligences Theory Assignment <i>Module 3</i> <i>Evaluate and Create Folder</i> TAPR Assignment <i>Module 4</i> <i>Evaluate and Create Folder</i> Philosophy of Education Essay <i>Module 7</i> <i>Evaluate and Create Folder</i> Field-Based Experiences PowerPoint <i>FBE Folder</i>	9/03/25 9/17/25 10/01/25 10/12/25 10/12/25	25%

*The instructor reserves the right to adjust this timeline at any point in the term.

Final Grade Determination

Average	Final Grade
90 - 100	A
80 -89	B
70 -79	C
60 -69	D
Below 60	F

Optional Instructional Materials: None

Minimum Technology Requirements:

Daily high-speed internet access

Microsoft Word and Power Point

Required Computer Literacy Skills:

1. Word processing skills using Word
2. Skills to develop PowerPoints with narration

3. Email skills
4. Electronic research skills

Course Structure and Overview:

1. This is a hybrid course. All instruction is completed via the Blackboard learning management system and in class.
2. You are expected to log in and complete all activities weekly. Expect to spend 4 to 6 hours per week **completing** course activities.
3. Assignments are accessed by opening the modules. In each module there are two folders - the *Remember, Understand Analyze and Apply Folder*, and the *Create and Evaluate Folder*. These two folders contain instructions and templates for Weekly Assignments as well as Connections Assignments.
4. Begin weekly activities and assignments by completing activities and assignments in then the *Remember, Understand, Analyze and Apply Folder*. After completion of these activities, move to the *Evaluate and Create Folder* and complete those assignments. Be sure to check the rubrics before completing the assignments.
5. Weekly assignments should be completed in the order presented in the folders. There is a penalty for late work, 5 points per day and work is not accepted more than one week after the due date unless arrangements have been made with the instructor for late submission.
6. Technical difficulties are not an excuse for late work. High-speed internet access, Microsoft Word, are minimum technology requirements. Contact IT if you have technical issues.
7. Information and instructions for public school observations posted in the FBE Folder on the Homepage.
8. Information and instructions for the Lesson Plan Evaluation Assignment are in Module 14.

Discussion Board Policy:

The purpose of using discussions in an online course is to provide opportunities for students to interact with each other, the content, and the instructor. It is an opportunity for you to share your thoughts and perspectives and perhaps to see things from a different perspective. In this course, the discussion board serves as a weekly grade. To get full credit, it is important for you to fully participate in the discussion board. Full participation includes the following:

1. Making you initial post by **Friday** evening and
2. Responding to 2 classmates by **Sunday** evening.

If you do not post by Friday evening, you are not giving your classmates the opportunity to read your posts and see your perspectives on the class content. If you do not respond to classmates by Sunday evening, you are not giving feedback to them on their thinking and perspectives. Posts are not allowed after Sunday evening, and zeros will be recorded in the gradebook.

Course Requirements:

1. Weekly participation in course activities and assignments, and attendance of in person classes.
2. **16 hours of observation** in a public-school setting and a PowerPoint describing the observations are required for course credit. The observation power points must be completed on the template provided.
3. Completion of all Connections Assignments.

Communications:

Communicate through NTCC email. Responses to emails will be made Monday-Thursday as needed.

Institutional/Course Policy:

1. Attendance in an online class is determined by weekly participation in the Blackboard learning management system and the completion of assignments.
2. Students are expected to participate in class activities and complete all assignments each week, including responding to 2 classmates on discussion boards.
3. Assignments should be completed by due dates unless arrangements for late submission have been made with the instructor.
4. Should an emergency arise, (death in the family, serious injury, hospitalization, accidents, etc.) the instructor must be contacted within a week. Arrangements for missed work, etc. will be determined on a case-by-case basis.

Student Handbook:

General information about NTCC policies and practices are detailed in the Student Handbook found online in the Student Information Center.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations,

please refer to the special populations page on the NTCC website.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Tentative Course Timeline: See Course Map for details

2025 Spring Semester	
Faculty/Staff In-Service	8/18/2025 - 8/21/2025
First Class Day (16-week, 1st 8-week, 1st 5-week sessions)	8/25/2025
Late Registration Ends	8/29/2025
Labor Day Holiday	9/1/2025
Fall Census (1st 8-week session)	9/2/2025
Fall Census (16-week session)	9/10/2025
Last Day to Withdraw with a Grade of "W" (1st 8-week session)	10/7/2025
Last Class Day (1st 8-week session)	10/17/2025
First Class Day (2nd 8-week session)	10/20/2025
Deadline for Fall Graduation Application	10/23/2025
Fall Census (2nd 8-week session)	10/27/2025
Last Day to Withdraw with a Grade of "W" (16-week session)	11/18/2025
Last Day to Withdraw with a Grade of "W" (2nd 8-week session)	11/25/2025
Thanksgiving Break	11/26/2025 - 11/28/2025
Last Class Day (16-week session, 2nd 8-week session)	12/4/2025
Final Examinations	12/5/2025 - 12/11/2025
Fall Graduation	12/12/2025
Offices Close at 12:00 p.m. for Holiday Break	12/19/2025