



Course Syllabus

EDF 1005 Introduction to the Teaching Profession

EDF 1005 / CRN:84024 / Fall 2026

A Session (8/17/26 – 12/10/26)

Monday and Wednesday, 9:30-10:45, Social Sciences, Room 202

Credit Hours: 3

Prerequisites: None

Contact Information

Instructor

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Division Chair

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Course Information

Important Note

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or Canvas announcement when changes are made to the course requirements and/or grading.

Catalog Description:

EDF 1005: Introduction to the Education Profession

This course provides an overview of Florida's educator certification pathways and career options in education, in accordance with the Florida Statutes. Topics include key educational philosophies; professional ethics; legal responsibilities, including mandatory reporting for child abuse and neglect; the Florida Educator Accomplished Practices (FEAP); key instructional practices associated with effective teaching of students with exceptionalities; Florida's state academic standards; and historical, legal, and financial foundations of the Florida education system. Students will explore effective teaching strategies in classroom management, educational technology, and the foundations of all student learning needs. Includes a minimum of 15 hours of required clinical experience in a variety of school settings.

Fingerprinting and background checks.

Background checks will be required of every student through their respective school district BEFORE any observations are undertaken at the public schools. GCSC has articulation agreements with Bay, Gulf, and Franklin school systems for EDF 1005 observations.

Student Learning Outcomes:

1. Apply the historical knowledge to today's current practices.
2. Identify critical factors associated with effective schools.
3. Identify the legal aspects of education and understand how governance, laws, and policies are enacted at the local, state, and federal levels.
4. Compare and contrast critical educational philosophies and their influences on education.
5. Describe the attributes of a professional educator.
6. Identify characteristics of ethical behavior in teaching and how they relate to appropriate decision-making.
7. Identify critical social factors that impact learning.
8. Identify key cultural factors that impact learning.
9. Recognize students' learning needs to select the standards, develop the rationale, and design the specific learning outcomes.
10. Distinguish appropriate instructional strategies, materials, and technology to design independent and group instruction, expand students' critical thinking abilities, and provide learning environments that encourage students to gain and apply knowledge.
11. Create instructional practices to accommodate different learning needs, developmental levels, cultural backgrounds, and linguistic development.

Course Materials & Resources:

TEXTBOOK: Kauchak, Don & EGGEN, Paul. (2021). Introduction to Teaching: Becoming a Professional (7th Edition). Hoboken, NJ: Pearson Publishing. ISBN 10: 0-135-76054-2, ISBN 13: 978-0-135-76054-3

Delivery Method

This course meets face-to-face. Course material, assignments, and announcements may be offered via Canvas as a supplemental learning resource at the instructor's discretion. Please make sure you have access to a computer with a webcam and internet service in case a change in course delivery is needed.

Student Expectations

Communication and feedback within the course will occur through various channels, including weekly attendance to class, GCSC email, Canvas Inbox, Canvas Announcements, assignment feedback, and/or instructor office hours.

Prohibited Use of AI

The use of AI-generated content is strictly prohibited in all assignments, coursework, and throughout all stages of the work process, such as brainstorming, outlining, or drafting. This includes but is not limited to, tools such as ChatGPT, Copilot, and Grammarly's AI function. Use of AI tools will be treated as a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.

Additionally, as a student at Gulf Coast State College, you are expected to:

- **Adhere to Course Guidelines:** Follow the instructions within the course syllabus along with any additional instructions provided by the instructor. Be certain you understand the course objectives, grading criteria, and academic policies.
- **Maintain Regular Contact:** Keep in touch with your instructor via your GCSC email or other designated communication channels. Regular contact helps clarify doubts, share ideas, and foster a collaborative learning environment.
- **Active Participation:** Engage actively in the course and submit assignments on time. Your active participation is crucial for your academic success and contributes to a deeper learning experience.

As your instructor, my commitment to you is to:

- **Provide Timely Feedback:** I will review and provide feedback on your assignments and submissions promptly. My goal is to help you understand your strengths and areas for improvement.
- **Respond Via Canvas Inbox:** I will respond to your emails or messages within 24-48 hours unless otherwise noted. I understand the importance of clear and timely communication in addressing your questions and concerns.

- **Post Regular Announcements:** Announcements will be posted to keep you updated and help you manage your time. These reminders will include important dates, upcoming assignments, and any changes to the course schedule.
- **Maintain Weekly Office Hours:** I will maintain regular weekly office hours, but I can also be available by appointment. This is to ensure I'm available to answer any questions or address any concerns that may come up during the week.

Assignments/Assessment Instruments

This course comprises chapter readings with quizzes, 15 hours of documented field observations in public schools, exams, and reflection papers. All assignments and tests, except for the Midterm and the Final Exam, must be completed by Sunday at 11:59 a.m. Late assignments will result in a deduction of 2 points per day.

Observations and Observation forms WILL NOT count late throughout the entire course. Students who plan to conduct observations outside Bay County must contact the county's school board to determine background check procedures. Use the School Contact List to set up appointments for your Field Observations.

I. Chapter Quizzes

- Thirteen quizzes will be comprised of multiple-choice, true-false, and matching questions.
- All quizzes are open-book/notes and delivered online via Canvas.

II. Discussion Board Topic

This is an introductory assignment that allows you to answer a few questions about yourself and get familiar with the class.

III. Chapter Assignments

These will come from your required readings within each module.

IV. Midterm and Final

The midterm and final exams will be online and MUST be taken either on the Respondus Lockdown browser or at the testing center.

V. Five Field Experience / Classroom Observations with Reflections

Fifteen hours in the classroom followed by five completed field observation tasks. This course includes 15 hours of K–12 public school classroom observations, which are required for a final grade and are set by the Florida Department of Education.

Course Schedule

Dates:	Module	Module Assignments
August 17-23	1	Textbook Readings: Chapter 1: Do I want to be a teacher? Article Readings: 6 Things to Know Before Becoming a Teacher , The Life of a Teacher, and Why It's Beyond Hard . Lectures: Monday & Wednesday (in class) Discussion Board: Why Am I Choosing This Profession? Quiz: Chapter 1 Chapter Assignment: Florida Department of Education
August 24-30	2	Textbook Readings: Chapter 2: Changes in American Society: Their Influence on Today's Students Lectures: Monday & Wednesday (in class) Quiz: Chapter 2 Chapter Assignment: Societal Changes and You
Aug 31 - Sept 6	3	Textbook Readings: Chapter 3: Student Diversity: Culture, Language, Gender, and Exceptionalities Lectures: Monday & Wednesday (in class) Quiz: Chapter 3 Chapter Assignment: Two Case Studies
September 7-13	4	Textbook Readings: Chapter Four: Education in The United States: Its Historical Roots Lectures: Monday & Wednesday (in class) Quiz: Chapter 4 Chapter Assignment: Working with Cultural Minorities
September 14-20	5	Textbook Readings: Chapter 5: Educational Philosophy and Your Teaching Lectures: Monday & Wednesday (in class) Quiz: Chapter 5 Chapter Assignment: Your Philosophy of Education
September 21-27	6	Textbook Readings: Chapter 6: Governance and Finance: Regulating and Funding Schools Lectures: Monday & Wednesday (in class) Quiz: Chapter 6 Chapter Assignment: School Governance
September 28 - October 4	7	Textbook Readings: Chapter 7: School Law: Ethical and Legal Influences on Teaching Lectures: Monday & Wednesday (in class) Quiz: Chapter 7 Chapter Assignment: Teacher's Rights
October 7		Midterm - Chapters 1 - 7
October 5-11	8	Textbook Readings: Chapter 8: Choosing the Right School Lectures: Monday & Wednesday (in class) Quiz: Chapter 8 Chapter Assignment: Choosing the Right Grade and School
October 12 – 25	9	Textbook Reading: Chapter 9: The School Curriculum in an Era of Standards Lectures: Monday & Wednesday (in class)

(Two weeks)		Quiz: Chapter 9 Chapter Assignment: Standards, Curriculum Planning and Lesson Plans
October 26 – November 1	10	Textbook Readings: Chapter 10: Classroom Management: Creating Productive Learning Environments Lectures: Monday & Wednesday (in class) Quiz: Chapter 10 Chapter Assignment: Classroom Management Comparison
November 2-8	11	Textbook Readings: Chapter 11: Becoming an Effective Teacher: Reaching All Students Lectures: Monday & Wednesday (in class) Quiz: Chapter 11 Chapter Assignment: Effective Instruction
November 9-15	12	Textbook Readings: Chapter 12: Educational Reform and You Lectures: Monday & Wednesday (in class) Quiz: Chapter 12 Chapter Assignment: Professional Learning and Ethical Practice
November 16-22	13	Textbook Readings: Chapter 13: Developing as a Professional Lectures: Monday & Wednesday (in class) Quiz: Chapter 13 Chapter Assignment: Preparing a Résumé
November 30 – December 4		Observation Lab Monday 9:30 – 10:45 Wednesday 9:30 – 10:45
Dec. 4-10		Final Exam

Observation Schedule

Observation	Observation Assignments
First two weeks of Class	<ul style="list-style-type: none"> • Background Check • Submit a photo of your Employee/Student Observation Badge
1	<ul style="list-style-type: none"> • Observation Forms for Task #1. • Field Observation #1 - Learning-Centered Classrooms
2	<ul style="list-style-type: none"> • Observation Forms for Task #2 • Field Observation #2 - Strategies for Classroom Management
3	<ul style="list-style-type: none"> • Observation Forms for Task #3 • Field Observation #3 - High Expectations
4	<ul style="list-style-type: none"> • Observation Forms for Task #4 • Field Observation Task #4 - FEAPs
5	<ul style="list-style-type: none"> • Observation Forms for Task #5 • Field Observation #5 - LEP/ELL Reflection Question

Grading

Grading Scale

All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% and below

Calculation of Grades

Discussion Board	5%
Attendance & Participation	25%
Quizzes	20%
Chapter Assignments	25%
Midterm & Final	25%
Observation Hours	Pass/Fail (15 document hours)

Incomplete Grades

Grades of Incomplete in any course can only be assigned to students who have an emergency arise during the last two weeks of the course. To receive an Incomplete, students must:

- Submit a written request to the instructor prior to the last face-to-face class meeting. For online courses, a written Incomplete request must be received no later than the week before the Final Exam period begins.
- Have completed no less than 60 percent of the course requirements and be passing the course at the time the request for an Incomplete is submitted.

Important Note: The Incomplete option provides 30 days from the date grades are due to make up any missing work; if work is not submitted during this period, the grade will automatically change to an "F" in Lighthouse.

Course Policies

Accessibility Statement

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. Please visit [GCSC's Student Accessibility](#)

[Resource \(SAR\) webpage](#) to learn more. For information regarding the registration process, email sar@gulfcoast.edu or call 850-747-3243.

Attendance Policy

Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

You are expected to know the instructor's specific attendance policy, as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)

If your absences in a class become excessive, as stated in the course syllabus, your professor may contact you, indicating that further absence may result in your withdrawal from the course. Your professor can withdraw you from a course for excessive absences without your permission.

Instructors will monitor attendance at the beginning of each semester. If you are not in attendance during this period, you may be withdrawn from the course. You will be financially responsible for the course and a "W or NS" will appear on your transcript. Withdrawal from a course may also have implications for financial aid.

Make-Up Work Policy

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. If I have not heard from you by the deadline dates for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances exist, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation. "Computer problems" is not an acceptable excuse.

Withdrawal Policy

Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.). There are two kinds of withdrawals---student and administrative.

- *Student Withdrawal (W1)* - Students wishing to withdraw must complete the online Student Withdrawal Form before the scheduled withdrawal deadline as published in the

College catalog. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.

- *Administrative Withdrawal (W2)* – A faculty member may withdraw a student up to the published withdrawal deadline for violation of the class attendance policy in which case the student will receive a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.

Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from their instructor and/or their academic advisor.

Academic Integrity

Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment. GCSC professors report every instance of student academic misconduct to the college for inclusion in the student's records.

Most course syllabi include an academic honesty policy and the consequences for violating this policy. Familiarize yourself with course policies regarding authorized or unauthorized use of AI to avoid the pitfalls of academic dishonesty.

The following definitions will apply:

"Cheating"

includes but is not limited to the use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition without permission of tests or other academic materials belonging to a member of the College's faculty.

"Plagiarism"

includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment, as well as the purchase of papers or projects. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT. Make certain to consult your course syllabi for your instructor's guidelines on AI material.

"Self-plagiarism"

occurs when a student submits the same or a considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion that they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.

"Generative Artificial Intelligence (AI)"

is technology that uses machine learning to create new content, such as text, images, or code, based on user input. These systems are trained on vast amounts of data, including large language models and image or code generators. Common examples include ChatGPT, GitHub, Copilot, Google Gemini, Perplexity, and the Grammarly AI function.

Sanctions for incidents of academic misconduct, depending on the severity of the incident and/or its repetition, may range from receiving an F grade (or 0) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the college.

Classroom Recording

In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member.

Failure to obtain permission to publish could lead to the students having to pay damages, attorney fees, and court costs. For more information about what can be recorded, please see the guidelines in the GCSC Student Handbook.

AI Policy for this Course:

Prohibited Use of AI

The use of AI-generated content is strictly prohibited in all assignments, coursework, and throughout all stages of the work process, such as brainstorming, outlining, or drafting. This includes but is not limited to tools such as ChatGPT, Copilot, and Grammarly's AI function. Use of AI tools will be treated as a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.

Anti-Discrimination Policy

Gulf Coast State College does not discriminate against any person in its programs, activities, policies, or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status.

All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination may be directed to Amanda Reed, Executive Director of Human Resources/Title II/504/Title IX Coordinator and Employment

Equity Officer, Gulf Coast State College, 5230 W. US Highway 98, Panama City, FL 32401; 850-769-1551, ext. 3516. Rules, policies, fees, and courses described in this catalog are subject to change without notice.

Student Support Resources

Gulf Coast State College is committed to providing you with the resources you need for success as a student and beyond. View all the academic and student support resources provided at GCSC on the [Student Services web page](#).

Course Technology & Support

To successfully participate in this online course, students must have basic computer and digital information literacy skills and meet the following technology requirements:

- Computer: Up-to-date web browser that supports the Canvas learning management system; please refer to the system requirements for compatibility and information on using the Canvas app on mobile devices.
- Internet Speed: Minimum bandwidth of 8 Mbps upload/download speed to effectively engage in online activities and access multimedia.
- Office 365 software: Available for free download through GCSC Information Technology Services (ITS).

If you need technical support, contact the ITS Help Desk, available 24/7 at (850) 913-3303.