

**EDUC\_1301\_2A1\_Fall 2026**  
**Intro. to the Teaching Profession**

**INSTRUCTOR CONTACT INFORMATION**

Instructor: Carolyn Heflin

Email: cheflin1@lit.edu

Office Phone: 409-257-0059

Office Location: Technology Center (TC) Room 218

Office Hours: Monday-Thursdays 8:00-9:00

MWF 10:00-10:30

Tuesdays 12:00-12:30

Fridays 8:00-2:00



**CREDIT**

3 Semester Credit Hours (3 hours lecture)

**MODE OF INSTRUCTION**

Online

**PREREQUISITE/COREQUISITE:**

None

**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 the State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

**COURSE OBJECTIVES**

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

## REQUIRED TEXTBOOK AND MATERIALS

- [Teaching Methods & Practices](#) Open Education Resource (OER), professional articles and videos provided on Blackboard
- Computer
- Internet connection
- MS PowerPoint (students are provided with free Office 365 access)
- MS Word or compatible word processor (students are provided with free Office 365 access)
- MS Outlook Email (students are provided with free Office 365 access)

## ATTENDANCE POLICY

Attendance will be noted based on your submitting assignments weekly and interactions with Blackboard. You should access Blackboard at least once a week to complete assignments.

## DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

## STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

## TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://www.lit.edu/lit-online/lit-online-experience>. A functional internet connection is necessary to maximize the use of completion of course assignments. Students may also use the LIT Learning Lab located in Room 101, Eagles’ Nest Building.

## COURSE CALENDAR

| Module   | Course Content and Activities    | Assignments Due                                                                                | Date Due         |
|----------|----------------------------------|------------------------------------------------------------------------------------------------|------------------|
| Welcome  |                                  | Student Introductions<br>PPR Preview                                                           | Sunday, Aug.30   |
| Module 1 | Classroom Norms and Procedures   | Discussion/Video 1<br>Discussion/Article<br>Knowledge Check<br>Rolling Out Procedures Activity | Sunday, Aug. 30  |
| Module 2 | Teacher Voice                    | Discussion/Videos 1-2<br>Knowledge Check<br>Student Check In                                   | Sunday, Sept. 6  |
| Module 3 | Classroom Layout & Teacher Radar | Discussion/Videos 1-2<br>Knowledge Check                                                       | Sunday, Sept. 13 |

|                                    |                                                                               |                                                                                             |                                                     |
|------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Module 4                           | Individual Student Corrections                                                | Discussion/Videos 1-3<br>Knowledge Check                                                    | Sunday, Sept 20                                     |
| Module 5                           | Using Questions to Engage & Assess                                            | Discussion/Videos 1-3<br>Knowledge Check                                                    | Sunday, Sept. 27                                    |
| Module 6                           | Cooperative Learning                                                          | Discussion/Videos 1-2<br>Knowledge Check<br>Question Frame Activity<br>Intro.to AI Activity | Sunday, Oct. 4                                      |
| Module 7                           | Identifying Learner Outcomes                                                  | Teacher Clarity Activity                                                                    | Sunday, Oct. 11                                     |
| Module 8                           | Planning Assessments                                                          | Discussion/Videos 1-2<br>Knowledge Check                                                    | Sunday, Oct. 18                                     |
| Field Observation Capstone Project | 2 hours of classroom observation in the above modules for a total of 16 hours | Background Check Form<br>Certification Form<br>Summary Form                                 | Sunday, Oct. 18<br><br>Wed., Dec. 2<br>Wed., Dec. 2 |

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Exams 40%

Discussions 40 %

Field Observation Capstone Project 20%

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Total 100%

## GRADE SCALE

- 90-100 A
- 80-89 B
- 70-79 C
- 60-0 F

LIT does not use +/- grading scales

## COURSE REQUIREMENTS

### Field Observation Information:

1. All students must successfully complete 16-hours of field experience to pass this course.
2. Students must successfully pass a background check to complete the field observations.
3. Students will be assigned to a K-12 school and submit field observation reports.
4. While completing field observations, LIT students need to practice the following:
  - a. Respect other students, faculty, staff of LIT, and all who you encounter during observations on P-12 campuses. Please see [LIT student code of conduct and disciplinary policy](#).
  - b. Follow P-12 campus rules in areas such as food/beverage, technology use and dress code.

## ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

## ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. **Appropriate use of AI is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI in their courses.**

## DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://www.lit.edu/specialpopulations).

## STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). The *LIT Catalog and Student Handbook* may be accessed at [Student Rights and Responsibilities - Lamar Institute of Technology](https://www.lit.edu/student-rights-and-responsibilities). Please note that the most recent version of the *LIT Catalog and Student Handbook* by year supersedes all other versions of the same document.

## ADDITIONAL COURSE POLICIES/INFORMATION

- Attendance for Online Courses: It is worth noting that regularly missing assignment deadlines and falling behind on assignment submissions is a strong indicator that a student will not pass the course. Please contact the instructor via Blackboard message or email PRIOR to the assignment deadline if you are experiencing any trouble on assignments so she can help you!
- Grades
  - Assignment(s) will be due on Blackboard every week (Sunday at 11:59 pm). All assignments submitted by students by the grading deadline will be graded by the instructor no later than the following Friday at 2:00pm.
  - The instructor has set up your Blackboard course to automatically designate a zero on students' assignments submitted after the due date, however that does not mean that you cannot submit assignments late. Once the instructor grades the late assignment, that grade will replace the zero. However, December 2 will be the last day of the semester to submit late assignments.
  - Review any comments that the instructor makes on your graded assignments. If points are deducted, the instructor will give recommendations on how to improve the assignment. If the grade on the submitted

assignment is too low, the instructor may also invite the student to revise his/her assignment to receive a higher grade in the feedback section.

- Communication

- Please feel free to address me as Ms. Carolyn, Ms. Heflin or Instructor Heflin. I often sign off on my messages informally as Carolyn.
- Be sure to read weekly course announcements on Blackboard messages carefully and mark the announcement as read. Announcement information is usually an important reminder to students in the course.
- The instructor has no preference in communication. Students can use either Blackboard Message or email. Due to student volume, instructor may ask you to follow up in-person conversations in written communication so that she will not accidentally forget.
- Most importantly, please do not think that you are all alone taking this online course. The instructor is here with you and wants to help you to succeed! Please do not hesitate to contact her!