



**EDCI 1301, SECTION 01E**  
**Introduction to the Teaching Profession**  
COURSE SYLLABUS: Fall 2026

**INSTRUCTOR INFORMATION**

Instructor: Dr. Julie Byrnes  
Office Location: Ed South, Room 221  
Office Hours: Mon, Wed, Fri 10am-1pm  
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Preferred Form of Communication: **email**  
Communication Response Time: 24-48 hours

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

Textbook(s) Required: No textbook purchases are required for this course. We will use free online reading and resources, which will be linked in the D2L course each week.

Software Required: Students will need access to a standard office suite (e.g., Microsoft Word or compatible software) for written assignments. A reliable web browser is also required to access the D2L course and any linked online content. Some assignments may involve creating short videos, which can be completed using free or built-in recording tools such as [ScreenPal](#) or similar software. Please note that ScreenPal is provided as an example; students may use any comparable video capture program that meets the assignment requirements.

Optional Texts and/or Materials: none

*The syllabus/schedule are subject to change.*

## Course Description

This course explores the traditions of schooling and classrooms from global perspectives of current political, social, and familial issues impacting schooling and classrooms worldwide. Students will analyze the learning environment and the human experiences of teachers and learners and compare U.S. schools and the American educational system to those of other countries.

This course provides an introduction to the teaching profession with an emphasis on professional identity formation and exploration of diverse career pathways within education. Students examine the roles, responsibilities, and expectations of educators, including legal and ethical obligations that guide professional practice.

The course further explores the historical, social, political, and structural dimensions of schooling across local, national, and global contexts. Students analyze variation across educational settings, including rural, urban, and suburban environments, and consider how these contexts shape learner experiences and instructional practice. The organization and governance of education in Texas are also examined, situating state systems within broader comparative frameworks.

Students engage in structured interviews with practicing educators to deepen understanding of professional practice, day-to-day responsibilities, and the contextual realities of the settings they are interested in pursuing.

This is a 3 credit-hour course.

## Student Learning Outcomes (SLOs)

Upon successful completion of this course, students will be able to:

1. **Compare and contrast** global education systems by analyzing sociopolitical, economic, and cultural influences on schooling and classroom practices.
2. **Analyze** the structure and governance of education in Texas, including the roles of state and local agencies, laws, and professional codes, to explain their influence on educational practice.
3. **Apply** legal, ethical, and professional standards to interpret expectations and decision-making in educational contexts.
4. **Analyze** how variation across educational settings, including rural, urban, and suburban contexts, shapes learner experiences and instructional practices.
5. **Develop** an emerging professional identity by exploring various career pathways in education and determining how personal interests, strengths, and experiences align with the teaching profession.

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### **Accreditation Standards Associated with this Class**

| <b>Standards &amp; Test Framework Competencies<br/>Covered in ELED 1301</b>              |                                  |
|------------------------------------------------------------------------------------------|----------------------------------|
| <b>Commissioner's Teacher Standards</b>                                                  | <b>6.D.i, 6.D.ii</b>             |
| <b>TExES 160 Crosswalk / Framework</b>                                                   | <b>IV.013.C<br/>IV.013.F</b>     |
| <b>Pedagogy &amp; Professional Responsibility Standards<br/>(Aligned with TExES 160)</b> | <b>4.1k-4.18k<br/>4.1s-4.19s</b> |
| <b>Classroom Teacher Standards (TAC 235)</b>                                             | <b>(f)1A</b>                     |
| <b>Technology Applications for All Teachers</b>                                          | <b>None</b>                      |
| <b>Texas Essential Knowledge &amp; Skills (TEKS)<br/>Standards Alignment</b>             | <b>None</b>                      |
| <b>English Language Proficiency Standards</b>                                            | <b>None</b>                      |
| <b>Pre-K Guidelines</b>                                                                  | <b>None</b>                      |
| <b>Science of Teaching Reading Standards</b>                                             | <b>None</b>                      |

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|                                                                               |                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TExES 293 Science of Teaching Reading Crosswalk / Framework</b>            | <b>None</b>                                                                                                                                                                                                                                                |
| <b>Core Subjects EC-6 Standards</b>                                           | <b>None</b>                                                                                                                                                                                                                                                |
| <b>TExES 391 Core Subjects EC-6 Crosswalk/Framework</b>                       | <b>None</b>                                                                                                                                                                                                                                                |
| <b>Early Childhood:PK-3 Standards</b>                                         | <b>None</b>                                                                                                                                                                                                                                                |
| <b>TExES 292 Early Childhood: Prekindergarten-Grade 3 Crosswalk/Framework</b> | <b>None</b>                                                                                                                                                                                                                                                |
| <b>TAC 228.57 Curriculum Requirements for Teacher Certification</b>           | <p><b>§228.57(c)(1) - Code of Ethics</b></p> <p><b>§228.57(c)(4) - Educator Skills &amp; Responsibilities</b></p> <p><b>§228.57(c)(7) - Appropriate Relationships &amp; Boundaries</b></p> <p><b>§228.57(d)(4) – Ch. 235 Skills &amp; Competencies</b></p> |
| <b>Program Required Performance Task(s)<br/>§228.41(2)(A-L)</b>               | <b>None</b>                                                                                                                                                                                                                                                |

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## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students need to be comfortable:

- Navigating and using the D2L platform,
- Accessing linked resources and readings on the internet,
- Conducting internet searches/browsing,
- Using basic office suite software such as word processing,
- Creating basic multi-media presentations such as short videos, slide presentations, and informational flyers with images,
- Viewing, downloading, and electronically printing PDF documents as needed

### **Instructional Methods**

This course consists of several kinds of tasks that are designed to help you apply content to the real work of teaching. Students will be expected to demonstrate their understanding through their work products. Within each unit you will have several tasks. The tasks for each week are listed in the course outline/calendar at the end of this syllabus. The final grade will be calculated from these assignments using the percentages listed in the “Grading” section of this syllabus.

## **Student Responsibilities or Tips for Success in the Course**

### **.Professionalism and Ethical Behavior**

As a future educator, you are expected to interact with your instructor and peers in a professional manner. Please be courteous to classmates in online discussions, even when giving constructive feedback. Adhering to the [Educators' Code of Ethics](#) and university policies related to academic honesty is a baseline expectation for behavior.

### **Begin each module early in the week.**

Did you know that college students typically underestimate how long it takes to complete their work? This can lead to late assignments, even when we have the best intentions. Starting early and working toward finishing early each week is the secret to finishing on time with a quality work product (because you are giving yourself that extra time to get it done).

### **Ask questions early and often.**

Instructors want to support you, but this is difficult if you don't communicate about your struggles. Please reach out to the course instructor with questions about assignments. You can set yourself up for success by asking your questions early enough to use the instructor's feedback before an assignment is due.

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**Designate a study space and time(s) that are free from distractions.**

Did you know that multi-tasking is less effective for learning than paying full attention to one task at a time? Use your brain power more efficiently by finding a place free from distractions for your coursework. This can mean a quiet room or place in the library, turning off your phone notifications, etc.

**Don't cram. Space out your work instead!**

You will learn more effectively if you work for 45 minutes to an hour at a time instead of a marathon study session. This can be difficult to schedule with our busy lives, but the amount of information you retain will be improved if you can do some work each day instead of all at once.

**READ.**

AI is a fantastic tool that can be useful for summarizing information. However, part of building your understanding through reading is mentally interacting with the text – asking questions, making predictions or connections, summarizing information as you go, etc. If you have AI do this for you, you're going to be missing out on the mental processes that make your learning stick!

## **GRADING (sample)**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments      20%

Discussions      20%

Midterm Exam    30%

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Final Exam 30%

## Assessments

|           |                                                                                                                                                                 |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alignment | <b>PPR Standards:</b> 4.1-2k, 4.1-4s, 4.13-15k, 4.17-4.18k, 4.19s;<br><b>Teacher Preparation Standards:</b> 6.D.i-ii<br><b>PPR Test Framework:</b> IV.013.C & F |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

Assessment in this course focuses on candidates' ability to analyze global and U.S. educational systems, apply knowledge of professional practices and responsibilities in Texas, and reflect on ethical and legal expectations for educators. Assignments include comparative analyses, case studies, and professional reflections that assess understanding of diverse educational contexts and professional standards aligned with PPR Competencies 011–012 and Commissioner's Teacher Standards (2.B, 5.C.i, 6.A.i).

## TECHNOLOGY REQUIREMENTS

### Technology and Video Recording Requirements

As part of educator preparation coursework and field-based experiences, candidates may be required to utilize educational technology platforms and applications, including but not limited to GoReact, learning management systems, video submission platforms, and other technology tools designated by the instructor, program, or Educator Preparation Program (EPP). Candidates are responsible for ensuring access to the technology necessary to complete course and program requirements.

Some courses may require candidates to record and submit instructional activities, presentations, tutoring sessions, small-group instruction, or lessons taught in approved field-based, clinical teaching, residency, or internship settings. Candidates must comply with all university, district, campus, and Educator Preparation Program policies regarding video recording, confidentiality, student privacy, and professional conduct.

Candidates may not audio record, video record, photograph, or otherwise capture images of students, classrooms, teachers, or school personnel during field observations or field-based experiences unless expressly authorized by the school district, campus administrator, classroom teacher, and course instructor, and only when such recording is required for an approved course or program assignment. Unauthorized recording may result in disciplinary action and/or removal from the field experience site.

## LMS

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All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

*The syllabus/schedule are subject to change.*

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](https://acrobat.adobe.com/id/urn:aaid:sc:US:48349258-f9fe-4333-badd-24b69cb253d1).  
<https://acrobat.adobe.com/id/urn:aaid:sc:US:48349258-f9fe-4333-badd-24b69cb253d1>  
Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

#### **ETAMU Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

#### **Academic Integrity**

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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### Graduate Student Academic Dishonesty Form

<https://acrobat.adobe.com/id/urn:aaid:sc:US:ab41daef-198f-470d-834a-c2340549cd62>

### Graduate Student Academic Dishonesty13.99.99.R0.10

[https://acrobat.adobe.com/id/urn:aaid:sc:US:69363520-423b-4983-9ec1-2256f2c74f13?x\\_api\\_client\\_id=chrome\\_extension\\_viewer&x\\_api\\_client\\_location=share](https://acrobat.adobe.com/id/urn:aaid:sc:US:69363520-423b-4983-9ec1-2256f2c74f13?x_api_client_id=chrome_extension_viewer&x_api_client_location=share)

## **Students with Disabilities-- 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**

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

Website: [Office of Student Disability Resources and Services](https://www.etamu.edu/student-disability-services/)

<https://www.etamu.edu/student-disability-services/>

## **Nondiscrimination Notice**

East Texas A&M University 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.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **East Texas A&M University Supports Students' Mental Health**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.etamu.edu/counseling-center](http://www.etamu.edu/counseling-center)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



## **Department or Accrediting Agency Required Content**

*The syllabus/schedule are subject to change.*

## SAMPLE COURSE OUTLINE / CALENDAR

As stated previously in the syllabus, this calendar is subject to change based on instructor evaluation of students' needs. Please refer to D2L and course announcements for any changes that may occur.

| Week # | Module # | Module Topic                                | Key Focus & Activities                                                                                                         | SLOs    |
|--------|----------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------|
| 1      | Intro    | Intro, Syllabus overview, teambuilder, etc. | Course overview; key themes in global education and comparative study.                                                         |         |
| 2      | 1        | History/Philosophy of Education             | Global traditions of schooling; major thinkers shaping education.                                                              | 1,5     |
| 3      | 1        | History/Philosophy of Education             | Policy and access to education across nations.                                                                                 | 1,5     |
| 4      | 1        | History/Philosophy of Education             | Family and community roles in global schooling systems.<br>(Module 1 Assessment Due)                                           | 1,5     |
| 5      | 2        | Education Globally                          | Literacy, Gender in Education Around the World                                                                                 | 1,4     |
| 6      | 2        | Education Globally                          | Religion, Multicultural, Multilingual Education Around the World                                                               | 1,4     |
| 7      | 2        | Education Globally                          | Diversity & Cultural Differences, SPED Education Around the World.<br>(Module 2 Assessment Due)                                | 1,4     |
| 8      | 3        | Education in US                             | U.S. system structure, curriculum, and accountability.                                                                         | 1,2     |
| 9      | 3        | Education in US                             | History and Challenges in US Education                                                                                         | 1,2     |
| 10     | 3        | Education in US                             | Influencers in US Education over time.<br>(Module 3 Assessment Due)                                                            | 1,2     |
| 11     | 4        | Education in TX                             | TEA organization, Compare governance, curriculum, teacher preparation, and effective practices.                                | 2,4,5   |
| 12     | 4        | Education in TX                             | Texas Educator Code of Ethics; professional case studies .Attendance, decorum, confidentiality, and ethical communication.     | 2,4,5   |
| 13     | 4        | Education in TX                             | Interview an Educator, Apply TEA, district, and community data to describe learning environments.<br>(Module 4 Assessment Due) | 2,4,5   |
| 14     | 5        | Role as Educator                            | Identify strengths, challenges, and professional goals.                                                                        | 2,3,4,5 |
| 15     | 5        | Role as Educator                            | Present global comparison and Texas professional analysis.                                                                     | 2,3,4,5 |
| 16     | 5        | Role as Educator                            | Submit final reflections and professional growth / goal plan.<br>(Module 5 Assessment Due)                                     | 2,3,4,5 |

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