FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Curriculum and Instruction

College Education

UUPC Approval 1/26/26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	EDF 2005	***Current* Course Title**	Introduction to the Teaching Profession

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ✓ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Fall 2026	**Terminate course? Effective Term/Year for Termination:**	

Faculty Contact/Email/Phone Michelle Vaughan-McGovern/mvaugha3@fau.edu

Approved by	***Date***
Department Chair Michelle Vaughan-McGovern	12/17/2025
College Curriculum Chair	12/18/2026
College Dean Charles Dukes	1/5/2026
UUPC Chair Korey Sorge	1/26/26
Undergraduate Studies Dean Dan Mecroff	1/26/26
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

EDF 2005

Intro to Teaching Profession

3 Credit(s)

Fall 2025 - 1 Full Term

Instructor Information

Email:
Office:
Office Hours: Phone:

Course Description

Introduction to the Teaching Profession
This course provides an overview of Florida's educator certification pathways and career options in education in accordance with 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 systems. 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.

Instructional Method

Required Texts/Materials

This course utilizes textbooks and materials selected for their academic rigor and alignment with evidence-based educational practices. All assigned readings and materials support the development of professional competencies outlined in the Florida Educator Accomplished Practices (FEAPs) and course learning objectives.
Content Selection and Focus
In compliance with Florida Statutes Section 1000.05 and Rules 6A-5.066 and 6A-5.081, Florida Administrative Code, this course:

Emphasizes critical thinking, content mastery, and effective instructional strategies
Focuses on research-based practices that promote student achievement
Provides opportunities to develop professional competencies and pedagogical skills

Instructional Materials Usage

Selected Content: Course instruction will focus on textbook chapters, articles, and materials that directly support course objectives and professional preparation. Not all chapters or sections of assigned textbooks may be covered, as content selection is guided by:

Alignment with Florida state standards and educator competencies
Evidence-based research supporting effective teaching practices
Professional relevance to classroom instruction and student success
Compliance with state educational requirements

Course Objectives/Student Learning Outcomes

Our coursework is guided by the Florida Standards, the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Council for Exceptional Children (CEC) Standards, and CAEP Accreditation Standards. Student competencies developed through these standards are measured and demonstrated through mastery of the Florida Educator Accomplished Practices, which represent the core knowledge, skills, and professional behaviors expected of effective Florida educators.

Teacher Candidates will demonstrate proficiency in applying skills and behaviors in effective teaching, management, and collaboration. Teacher Candidates must demonstrate the Florida Educator Accomplished Practices through observations, coursework and interactions with stakeholders.

By the end of the course, teacher candidates shall successfully demonstrate the competencies as outlined in the Florida Educator Accomplished Practices.
The FEAP are based upon and further describe the following four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in section 1003.42(3), F.S.

Effective educators apply these foundational principles through six practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

This course complies with Rules 6A-5.066 and 6A-5.081, Florida Administrative Code. Course content and assessments focus on providing students with opportunities to think critically, master content knowledge, learn effective instructional strategies, and demonstrate teaching competence. All evaluation of student work is based solely on demonstrated skill and performance. Course materials do not distort significant historical events, promote identity politics, or endorse theories that systemic racism, sexism, oppression, or privilege are inherent in U.S. institutions.

<u>Expected outcomes based on the FEAPs</u>

The Candidate:

- Maintains a climate of openness, inquiry, fairness and support (A.2.f).
- Creates a classroom environment where students are able to demonstrate resiliency (A.2.j).
- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B.1.a).

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn.

Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

• Establish and implement academic standards.

• Establish and enforce reasonable behavior standards in each class.

• Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Academic Service Learning (AS-L) Designated Course

ACADEMIC SERVICE-LEARNING STATEMENT: This course is designated as an "academic service-learning" course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor and completion of the required survey. **Please click on the following link** after submitting your hours to complete the Academic Service-Learning Post-Survey. Assumption of Risk Statement for Student I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

The link address is: https://fau.az1.qualtrics.com/jfe/form/SV_dneb195aMcrFUdE

Writing Across the Curriculum Designated Course

This is a writing-intensive course that satisfies the state's College-Level Communication Skills requirement (formerly Gordon Rule). You must take and pass two 1000-level WAC courses (ENC 1101 and 1102 or their equivalents) before you may take two additional required 2000-4000 level writing intensive courses. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions. For more information, visit www.fau.edu/wac.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

FREE writing support is offered for this course through the University Center for Excellence in Writing (UCEW) at the CTL. Visit fau.edu/ucew to learn more.

Course Evaluation Method

Students will complete a variety of writing assignments throughout the course, some of which will be revised and all of which will be graded and receive feedback from the instructor. See descriptions for major writing assignments below.

Assignment #1: Autobiography

Purpose:
This two-part autobiography assignment invites you to connect your personal learning experiences with foundational ideas from educational theory. By reflecting on key moments from your educational journey, you will begin identifying the beliefs and values that shape your views of teaching and learning. The revision process in the second submission will help you integrate course readings and learning theories to deepen your professional perspective.

Part 1: Write an autobiography that tells your learning story through specific examples. Part 1 should be 2-3 pages. Explain what each experience demonstrates about how people learn or how teachers can best support students. Identify three-four significant learning experiences that shaped your understanding of education. Include at least:
one positive experience,
one challenging experience, and
one that changed your perspective about learning or teaching.

Part 2: In the second submission, you will revise and expand your autobiography to include connections to learning theories covered in the course (5-6 pages). Revisit your earlier experiences and analyze them using theoretical frameworks (e.g., behaviorism, constructivism, humanism, cognitive development). Reflect on how your understanding of effective teaching has evolved since your initial submission.

This assignment will be evaluated on the depth of reflection, insight, and integration of learning demonstrated in the writing. Strong submissions will thoughtfully connect personal experiences with class readings and relevant learning theories to show clear growth in understanding how people learn and how teachers teach. Writing should be well-organized, engaging, and polished, with clear structure and minimal errors that enhance overall clarity.

Assignment #2: School Journal Assignment

The *School Journal Assignment* gives you an opportunity to connect what you learn about effective schools and teaching practices with what you observe in real classrooms. Through four journal entries, you will reflect on how teachers create positive learning environments, support diverse learners, and grow professionally. These reflections will help you begin shaping your professional identity and understanding of effective teaching.

You will complete four journal entries (2 pages each), each focused on a different aspect of effective teaching. During your school observations, take detailed notes about what you see, hear, and feel in the classroom—then use your notes to craft thoughtful reflections that integrate your observations with course ideas and readings.

Journal Prompts

Journal #1 – Climate of Openness and Inquiry
Observe how the teacher encourages curiosity and dialogue.

-How do students share ideas and ask questions?
-What teacher behaviors or routines support open discussion?
-How does this contribute to an effective learning environment?

Journal #2 – Climate of Fairness and Support
Reflect on how fairness and support are demonstrated in the classroom.

-How does the teacher ensure all students are treated equitably?
-What strategies help build a sense of belonging and respect?
-How might these practices influence student motivation and success?

Journal #3 – Fostering Resiliency
Focus on how students are encouraged to persist through challenges.

-How does the teacher help students respond to mistakes or setbacks?
-What classroom norms support risk-taking and perseverance?
-How do these practices align with what you've learned about student development?

Journal #4 – Designing Purposeful Professional Goals
Reflect on how teachers continually grow in their practice.

-What professional goals or reflective habits does the teacher demonstrate?
-How does the teacher adapt instruction based on student needs?
-What goals can you set to strengthen your own effectiveness as a future educator?

This assignment will be evaluated based on the depth of engagement, reflection, and professional insight demonstrated through the observation journal. Strong submissions will provide vivid, detailed examples that connect classroom observations to key topics and thoughtfully interpret their implications for teaching and learning, integrating relevant course readings, discussions, or theories. Writing should be well-organized, clearly structured, and polished, with ideas that flow logically and minimal errors.

Assignment #3: Reimagining Your Classroom

In this final paper, students will argue how current classroom practices or policy can evolve to better align with learning theories (e.g., constructivism, humanism, or social learning theory). Drawing from their previous assignments, they will develop a thesis on how schools can better reflect what we know about how students learn. What changes to teaching methods, assessment, or policy would make education more effective? This assignment will be 3 pages and include a robust outline completed as the first draft. Students will support their final argument with 3–4 sources, including course readings and at least two credible outside resources (e.g., an academic article, policy report, or education reform piece).

The most successful papers will present a clear, original, and focused thesis that takes a strong position on how schools should evolve to reflect learning theory. The argument is insightful and consistently supported using credible references, including course readings and outside sources and connects ideas to major learning theories, demonstrating deep understanding of how theory informs reform. Paper is well-organized with a logical flow of ideas and the writing is polished, professional, and nearly error-free while demonstrating clear academic tone and attention to APA or MLA conventions.

Assignment	**Points**
Autobiography (Part 1 Draft)	6
Autobiography (Final, Parts 1 & 2)	24
Observation Journal #1	10
Observation Journal #2	10
Observation Journal #3	10
Observation Journal #4	10
Reimaging your classroom paper - outline	6
Reimagining your classroom paper - final	24
Participation and Classroom Activities	45
Signed Observation Log	15
Total	**160**

Weekly Outline of Assignments

Week 1	In-class drafting of autobiography
Week 2	Complete preparation for field placement
Week 3	Turn in Part 1 Autobiography Draft
Week 4	Review Class Feedback on Part 1 and complete in class revisions for Part 2
Week 5	Turn in Part 2 of Autobiography
Week 6	Review observation log and journal prompts
Week 7	Selected sharing of journals and peer feedback
Week 8	Selected sharing of journals and peer feedback
Week 9	Selected sharing of journals and peer feedback
Week 10	Brainstorm groups for final paper reform ideas, Observation Journals #1-2 Due

Week 11	Conduct research for resources for final paper, Observation Journals #3-4 Due
Week 12	Bring outline for final paper to class, review in peer groups and submit at end of class
Week 13	Writing groups
Week 14	Observation Logs Due
Week 15	Final Paper Due

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Students are expected to follow FAU's policies. AI is not appropriate for this class.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

• There was a computational or recording error in the grading.

• The grading process used non-academic criteria.

• There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

All assignments are posted on the first day of class so you can manage your time to complete assignments before the deadline.

Special Course Requirements

A 15-hour classroom observation is required, outside of the regular class time. This is mandatory for all students, even if they are not teacher education majors.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment

instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is. If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation** AI Prohibited: The use of AI to assist in any work assigned in this specific course is prohibited.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation

- University Academic Advising Services

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at **www.fau.edu/ctl**.

Course Topical Outline

Due	Assignment	Type	Description	Points
08/24/25	Submit confirmation of observation application			5

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at **https://www.fau.edu/ocr9/title-ix/**. You may also contact Victim Services at **victimservices@fau.edu** or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.