

**EDUC 1301: Introduction to the Teaching Profession**  
**Online**  
**Fall 2026**

Instructor: Curtis Martine

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Office Hours: Zoom meetings by appointment

Day and Time of Course: Online

Location of Course: Canvas

**COURSE CATALOG DESCRIPTION:**

Orientation to the teaching profession. Students participate in field observations at all levels of P-12 schools with varied and diverse student populations. Introduction to and analysis of the culture of schooling and classrooms. Course includes a 12-hour field component.

**STUDENT LEARNING OUTCOMES:**

| <b>Learning objectives</b><br><i>The student will:</i>                                                                                                                             | <b>INTASC Principles</b> | <b>Texas Educator Standards</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------|
| (1) Identify issues influencing the field of education and instruction, incl. STAAR, TEKS, ELPS, PK guidelines, ethics, and school law                                             | 1                        | 3 (A) (iii)                     |
| (2) Analyze the culture of schooling and classrooms from the perspective of language, gender, socioeconomic status, ethnicity, and disability-based academic diversity and equity. | 2,6                      | 3 (B) (ii)                      |
| (3) Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.       | 2,4,5,7                  | 2 (B) (ii), 6 (A) (i), (D) (i)  |

**Topics covered in this course:**

- Demographics of Texas schools and teachers
- General facts about Texas schools
- General facts about public school students in Texas
  - Examination of race, socioeconomic, and mental/emotional status
  - Ability levels
- The Texas Accountability System
  - STAAR
  - TEA A-F grading system
  - T-TESS
  - Understanding the Texas Academic Performance Report
- Using State Standards to Guide Instruction
  - Texas Essential Knowledge and Skills (TEKS)
  - English Language Proficiency Skills (ELPS)
  - College and Career Readiness Standards (CCRS)
- The Instruction Cycle
  - Use of data to drive instruction
  - Knowledge of students

- Planning and implementing lessons
- Reflecting on effectiveness and next steps
- School Law
  - Federal Educational Rights and Privacy Act (FERPA)
  - Child Abuse Prevention and Treatment Act (CAPTA)
  - Texas Educators' Code of Ethics (Texas Administrative Code)
  - Individuals with Disabilities Education Act (IDEA)
  - *Lau v. Nichols*
  - *Brown v. Board of Education*
  - *Tinker v. Des Moines*
  - Title IX

**TENTATIVE SCHEDULE:**

| MODULE | TOPIC(S)                                                                                                                               |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Course overview; field applications; introductions; and, Texas School and Student Facts; and, <b><i>FIELD APPLICATION DUE DATE</i></b> |
| 2      | TTESS Dimension 1.1<br>Texas Essential Knowledge and Skills                                                                            |
| 3      | TTESS Dimensions 1.2 and 1.3<br>Maslow's Hierarchy of Needs and McKinney Vento Act                                                     |
| 4      | TTESS Dimension 1.4<br>Student speech<br>Texas Academic Performance Report                                                             |
| 5      | TTESS Dimensions 2.1 and 2.2<br><i>Lau v. Nichols</i>                                                                                  |
| 6      | TTESS Dimension 2.3, 2.4, and 2.5<br>Ten Commandments discussion                                                                       |
| 7      | TTESS Dimensions 3.1 and 3.2<br>Behavioral Expectations                                                                                |
| 8      | Midterm exam                                                                                                                           |
| 9      | TTESS Dimension 3.3<br>Classroom Culture                                                                                               |
| 10     | Ethics                                                                                                                                 |
| 11     | TTESS Dimensions 4.2, 4.3, and 4.4                                                                                                     |
| 12     | Dress codes<br>The Lesson Cycle                                                                                                        |
| 13     | Cognitive Load Theory                                                                                                                  |

## ASSIGNMENTS:

- Quizzes and discussion boards - 5 points each
- Reflections - 10 points each
- Ethics quiz - 20 points
- Midterm exam - 30 points
- Completion of time log and observations hours - 50 points (**NOTE: must be completed to receive a grade for the course**)
- Final exam - 51 points

## Grading scale

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

**Last day to withdraw from the course: October 30, 2026**

## TEXTBOOK:

Hickey, W.D., Oliveras-Ortiz, Y., & Kaiser, F. (2023). *The Distinguished Texas Teacher: Making a Difference in the Classroom*. Dubuque, Iowa: Kendall Hunt Publishers.

<https://he.kendallhunt.com/product/distinguished-texas-teacher-strategies-making-difference-classroom-2>

## Other readings:

You may be assigned web and article journals to cover various concepts.

## FIELD ASSIGNMENT:

The components of this assignment include:

- Field application
- Contacting the teacher
- Completing and submitting the time log
- Thank you notes to teacher
- Observation Field Report

## Field Observation Guidelines

One aspect of EDUC 1301 is an opportunity to observe elementary, middle, and secondary classrooms. The 12 hours of field observation are tied to a final Field Report due at the end of the semester. There are twelve (12) required hours of direct/face-to-face observation, including four hours each at the elementary, middle, and high school levels. In addition, four hours will be analyzed in class using video clips. There will be additional information and guidance regarding the field observations in this course.

## COMMUNICATION

All communication with the instructor will be via email at [cmartine@uttyler.edu](mailto:cmartine@uttyler.edu). Please note this is **not** a Patriots email address. I will respond to your emails as quickly as possible; my goal is to respond within 24 hours of any message.

## COURSE POLICIES AND GUIDELINES

1. Assignment submission
  - a. For typed assignments:
    - i. 12-point Times New Roman font
    - ii. Double-spaced unless otherwise directed
    - iii. One-inch margins on all sides
    - iv. Page numbers in the upper right-hand corner
    - v. Assignment titles centered at the top of the first page
2. Criteria for all assignments will be available in class and posted online unless otherwise notified by the instructor.
3. Canvas
  - a. Students will access class notes, assignments, grades, and course information through Canvas.
  - b. Any changes to the course schedule, assignments or any special assignment will be posted on Canvas.
  - c. Students are expected to regularly check Canvas for any updates.
4. Late work
  - a. It is expected that all assignments will be submitted on time. You may submit assignments early. **An assignment is considered late if it is not turned in by 11:59pm on the date it is due.**
  - b. Late assignments are not accepted unless **prior** arrangements have been made with the instructor.
  - c. All assignments and due dates are posted in Canvas.
5. Plagiarism
  - a. Students are expected to use their own work when completing all assignments. A zero (0) will be given for any assignment that is detected as being plagiarized. Such cases will result in students being subjected to a disposition and/or a failing grade for the course.

***Unicheck** is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the internet, in journal databases, and/or submitted to Canvas. If a student is caught plagiarizing, a grade of zero (0) will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.*
6. Dispositions
  - a. All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions. Information on dispositions can be found under the attachments to the Course Information Page.

## SCHOOL OF EDUCATION VISION AND MISSION

### Core Purpose of the School of Education

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

### Vision

The School of Education will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

### **Mission**

The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

## **UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

### **Texas Education Standards**

The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed [here](#).

The Code of Ethics and Standard Practices for Texas Educators can be accessed [here](#).

## **UNIVERSITY POLICIES**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies related to the topics listed below, click [here](#).

- Students' rights and responsibilities
- Tobacco-free
- University grade replacement/forgiveness and census date policies
- State-mandated course drop policy
- Disability services
- Absence due to religious observance
- Absence for university-sponsored events and activities
- Social Security and FERPA statements
- Emergency exits and evacuation
- Student standards of conduct at UT Tyler

### **Resources for students**

- UT Tyler Writing Center (903) 565-5995, [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), [website](#)
- UT Tyler Tutoring Center (903) 565-5964, [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), [website](#)
- Math Learning Center (903) 565-5839, [math@uttyler.edu](mailto:math@uttyler.edu), [website](#)
- UT Tyler Student Counseling Center (903) 566-7254, [counselinandwellness@uttyler.edu](mailto:counselinandwellness@uttyler.edu), [website](#)

## UT TYLER'S GUIDELINES FOR USE OF ARTIFICIAL INTELLIGENCE

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged, as this aligns with our commitment to honor and integrity as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and that may be biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You, the student, are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

**For this course, all work that students submit is expected to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering the course objectives. For this course, I expressly forbid the using *any artificial intelligence (AI) tool* for any stage of the work process. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.**