

EDF1005: Introduction to the Education Profession (Online)

Fall 2026

Instructor Information

Office hours: by appointment

Course Information & Access

Section: 11186 & 27001

Canvas course link:

This is a fully asynchronous online course and does not require any in-person or virtual synchronous meetings. However, you are encouraged to attend office hours via Zoom.

Course Description

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. (NOTE: Dual Enrollment students are encouraged to do the 15 hours in their own schools.)

Course Objectives

- Examine the attributes, ethical responsibilities, and professional expectations of effective educators.
- Analyze key educational philosophies and historical, societal, cultural, and political influences on schooling.
- Explore how personal values, experiences, and identities shape beliefs and practices related to teaching and learning.
- Investigate the economic, legal, and policy factors—including funding structures and school-choice initiatives—that shape educational systems.
- Connect course concepts to field experiences by reflecting on how real-world classroom contexts illustrate issues of curriculum, equity, and effective practice.

Course Requirements

To succeed in EDF 1005, you will demonstrate awareness of course objectives/outcomes through 1) formal written responses, 2) field experience log and discussions, and 3) a summative reflective project. Brief assignment descriptions are provided below, and more detailed information about each

assignment will be provided on Canvas and throughout the course.

Course Readings/Resources

All readings/resources (scholarly articles, news media, book chapters, reports, opinion pieces, podcast episodes, graphs/charts, etc.) will be provided electronically on Canvas and freely accessible online, through UF Libraries, and/or ARES Course Reserves.

Course Assignments

1. Reading Response Assignments – 5 total (25% of final grade)

Each module will include many readings/resources (scholarly articles, news media, book chapters, reports, opinion pieces, podcast episodes, graphs/charts, etc.) with which you will actively and critically engage. At the end of each module, you will craft and submit a formal written response (approximately two double-spaced pages/500 words) analyzing the content of these materials in relation to module activities and in response to essential question prompts. In essence, you will use module materials and your experiences engaging in the module content/activities to critically reflect on your thinking/learning throughout the module.

2. Participation Community Activities – 6 total (30% of final grade)

This course is dependent upon your thoughtful and consistent participation online, and it is expected that you participate actively in all online community activities as this is a student-centered, discussion-based class. In addition to reading/viewing/listening to required readings and other resources, each module will include a range of online activities providing opportunities to think, react, and reflect as a community of learners. You will be asked to cite evidence from the module's materials; connect ideas to other texts, prior knowledge and experiences, and the broader society; be open to diverse perspectives; and "listen" to understand. You should engage in professional and respectful communication and meaningfully respond to questions/comments from your colleagues and instructor.

3. Field Experience Logs and Discussions – (20% of final grade)

As you volunteer and observe in your chosen educational setting, you will discuss your time and reflect on your experience. These discussions also aim to help you make sense of your experience in relation to course content as well as learn about your peers' experiences. Field experience discussion questions will be provided in Canvas. In addition, you will be asked to submit your log to ensure progress.

4. Final Reflective Project (25% of final grade)

Your final project, an original "product" of your choosing, will serve as a summative professional reflection in which you critically analyze and synthesize information from course materials, learnings from participation in community activities, and findings from your independent research. You will also look ahead and consider how you might apply your learnings beyond this class as you work to enact and sustain necessary change. For this assignment, you will use Turnitin within Canvas.

Evaluation of Grades

Assignment	Percent of Final Grade
Module Reading Responses (5 @ 20 points each)	25%
Participation Community Activities (6 @ 20 points each)	30%
Field Experience Logs and Discussions (80 points)	20%
Final Reflective Project (100 points)	25%

Grading Scale

[Click here for UF grading policies for assigning grade points.](#)

A 94-100%	C 74-76%
A- 90-93%	C- 70-73%
B+ 87-89%	D+ 67-69%
B 84-86%	D 64-66%
B- 80-83%	D- 60-63%
C+ 77-79%	E 59% or below

Tentative Course Schedule (readings/resources for each module provided on Canvas)

Module Topics	Dates	Activities
Getting Started Course and people introductions – who we are and why we’re here & IMPORTANT field experience information	8/20 – 8/30	• Video introduction due • Introduction replies due
Module 1 Background on the education profession – public perceptions and teacher professionalism	8/31 – 9/13	• Module 1 PCA ○ initial post due ○ reply to classmate due • Module 1 Response due • Field Experience Location Agreement due
Module 2 Historical foundations – early history and enduring historical perspectives	9/14 – 9/27	• Module 2 PCA ○ initial post due ○ reply to classmate due • Module 2 Response due
Module 3 Philosophical foundations – The essence of education and practical implications for teaching and learning	9/28 – 10/11	• Module 3 PCA ○ initial post due ○ reply to classmate due • Module 3 Response due
Module 4 Governance, organization, and legal foundations – school funding, politics, accountability, and student and teacher rights and responsibilities	10/12 – 10/25	• Module 4 PCA ○ initial post due ○ reply to classmate due • Field Experience Log Check #1 due • Field Experience Discussion due • Module 4 Response due

Module 5 Florida's Legal Responsibilities for Teachers—Including Mandatory Reporting Rules for Child Abuse and Neglect	10/26 – 11/8	- Module 5 PCA - initial post due - reply to classmate due - Module 5 Response due
Module 6 Curricular foundations – high-quality learning, academic standards, and assessment/evaluation	11/9 – 11/22	- Module 6 PCA - initial post due - reply to classmate due - Field Experience Log Check #2 due - Field Experience Discussion due
Thanksgiving Break 11/23-11/29		
Wrapping Up Course reflection and looking ahead – what we'll do with what we've learned	11/30 – 12/2	- Field Experience FINAL Log Check due - Final Reflective Project due

Course Attendance

Since this is a fully asynchronous online course, “attendance” is flexible. However, this online course does have expectations for being present in the course through consistent participation and timely submission of assignments. You should log into Canvas and access the course on the first few days of the semester to familiarize yourself with the course structure, expectations, logistics, and content.

You should also access the course *at least twice a week* – and several times during a particular module – to view/download readings/resources and to complete the required participation community activities and other assignments.

Late Work Policy

It is important that you adhere to the deadlines provided. Doing so will allow me to provide timely feedback. Of course, life events sometimes create impediments. However, the success of our online course relies on all members of our group contributing to discussions and submitting assignments on time. If you cannot meet an assignment deadline due to extenuating circumstances, please contact me prior to the due date to let me know so that we can create a plan for you to complete the assignment as soon as possible. Assignments submitted late without contacting me may be subject to a lowered letter grade each day after the due date. As per UF policy, any missed work must be made up, even if the absence is excused.

A Word on Content

Engaging with this content together may reveal differences in our knowledge, experiences, values, and identities. This is a reflection on how our beliefs are shaped by our lived experiences and social/historical contexts. Differences may surface as disagreements at times; we should be glad for these opportunities, invite one another to share in what we know, and be prepared to think in new ways ourselves.

Course materials are selected to reflect a range of viewpoints. Students are invited to challenge ideas presented in the course with their own well-reasoned arguments and should feel confident that their thinking will be evaluated on its quality and not the degree to which it conforms with my own views. If

you have any concerns about fairness in my evaluation of your work, please do not hesitate to reach out to me.

A Word on Writing Expectations

The assignments in this course rely on your ability to clearly communicate through writing. This course should be viewed as an opportunity to test your ideas in an environment that supports creativity, critical thinking and risk-taking. Writing will mostly be evaluated based on the ideas it conveys. Please reread and edit your work carefully for spelling/typographical errors before you submit it. If you need support with writing, please contact the [Writing Studio](#) for online appointments.

Please regard your work as part of an ongoing scholarly conversation and connect your ideas to those of other authors, artists, and speakers, and cite their work with integrity. In our discussions, any method of referencing that will allow members of your group to locate the work will suffice; this could mean providing a description of the work that includes the author and title within the text, making an in-text citation with reference at the end of the post, or linking/embedding the content in the post. For other course assignments, you should follow formal APA citation and formatting guidelines. The [Purdue Writing Lab](#) is a terrific resource that has made their style guides available online.

A Word on Communication Expectations

The online format of this course requires that most of our communications are conducted by email and in posted messages. Respect and professionalism are expected when communicating with your peers and me.

I will be active in Canvas most weekdays, so you can anticipate a response to any email within 48 hours. If you receive an individual email from me, please respond within 48 hours. Individual emails are often sent to check in on students, ask for clarification, or remind students about missing assignments. It is important you respond to these individual emails so that I know you are okay and that you are staying on track in the class. If you are having difficulty with the course, please reach out right away. It's hard for me to know if you are stuck or confused unless you tell me. I will work to develop a plan with you to help you complete requirements.

For questions related to your own progress in the course or other private, course-related concerns, please reach out to me by email. I am happy to schedule conference times by phone or Zoom at students' request.

Technology Accessibility Statements

Many technology companies are beginning to include statements about how their technologies are accessible for all learners. This may help you get additional support from the product websites, apps, and more. Here are links to some statements from technologies used in this course:

- [Canvas LMS](#)
- [Microsoft Office](#)
- [Google across multiple platforms](#)

University Policies and Resources

Please visit this site to view current UF policies and resources: