



North Central State College

MASTER SYLLABUS

2025-2026

- A. Academic Division: Liberal Arts
- B. Discipline: Education
- C. Course Number and Title: EDUT 1010 Introduction to Education
- D. Assistant Dean: Laura Irmer
- E. Credit Hours: 3
- F. Prerequisites: None
- G. Last Course/Curriculum Revision Date: Fall 2023 Origin date: 8/9/2011
- H. Textbook(s) Title:

Introduction to Teaching: Becoming a Professional

- Authors: Kauchak & Eggen
- Copyright Year: 2021
- Edition: 7th
- ISBN: 978-0136874812– E-Book (Access Card is NOT Required)
(Rental Book: 978-0135760543)

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This course is designed to help individuals understand the need for professionalism in education, the historical philosophical contexts, the governmental and economic contexts, challenges of meeting students' diverse educational needs, curriculum models and instruction, and the major legal issues facing the education community.
- K. College-Wide Learning Outcomes

College-Wide Learning Outcome	Assessments - - How it is met & When it is met
Communication – Written	
Communication – Speech	Communication VALUE Rubric - Research Presentation
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessment - - How it is met & When it is met
1. Demonstrate familiarity with the themes of the American education system by citing examples of specific issues for the themes and their impact on the field of education.	Chapter Questions: Weeks 6, 10 & 13 Class Activity: Weeks 10 & 13 Mid Term: Week 7 Final: Week 16
2. Describe the historical purpose of education in American society by explaining major issues, ideologies, and interactions with social stratification affecting today's education system.	Chapter Questions: Weeks 3, 4 & 6 Class Activity: Weeks 3, 4, 6 Research Paper: Week 13 Article Review: Week 8 Mid Term: Week 7
3. Describe the power, influence, and trends of the federal, state, and local government in providing educational equity in various types of school districts.	Chapter Questions: Weeks 6 & 10 STEM Presentation: Week 10 Class Activity: Week 10 Mid Term: Week 7 Final: Week 16
4. Describe the changing roles of students, teachers, and parents in American schools.	Chapter Questions: Weeks 3 & 4 Class Activity: Weeks 3 & 4 Research Paper: Week 13 Mid Term: Week 7
5. Describe how demographic changes affect teachers' expectations and responses to diversity.	Chapter Questions: Weeks 2 & 3 Class Activity : Weeks 2 & 3 Mid Term: Week 7
6. Describe the teacher's role in overcoming barriers posed by various demographic characteristics such as race, social class, ethnicity, English language proficiency, gender, sexuality, and ability.	Chapter Questions: Weeks 2, 3, 4, 5 & 13 Class Activity: Weeks 2, 3, 4, 5 & 13 Philosophy Questionnaire: Week 4 Mid Term: Week 7 Final: Week 17
7. Describe professional expectations of teachers such as knowledge, skills, dispositions, and ethics.	Chapter Questions: Weeks 8, 10, 11 & 14 Class Activities: Weeks 8, 10 & 11 Teaching Philosophy: Week 11 Final: Week 17
8. Identify the current process and standards for preparing teachers for professional pursuits.	Chapter Questions: Weeks 8, 10, 13 & 14 Class Activity: Weeks 8, 10, & 13 Final: Week 17
9. Describe the developing characteristics of Ohio educator requirements and continuing professional development opportunities.	Chapter Question: Weeks 8, 10, 13 & 14 Class Activity: Weeks 8, 10 & 13 Final: Week 17

M. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70–72	C-	1.67	Below Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Poor
00–59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences.

Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

Important information regarding College Procedures and Policies can be found on the syllabus supplement located at

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



North Central State College
SYLLABUS ADDENDUM

Academic Division:	Liberal Arts	Discipline:	Education
Course Coordinator:	Danielle Reith, M.Ed.		
Course Number:	EDUT1010-921	Course Title:	Introduction to Education
Semester / Session:	Fall 2025 / Session B	Start / End Date:	10/13/2025 - 12/12/2025

Instructor Information

Name:	Danielle Reith, M.Ed.	Credentials:	Master's degree in early childhood education
Phone Number:	419-755-5651	E-Mail Address:	dreith@ncstatecollege.edu Tue 2p-4p, Thu 8:30a-11:30a & as requested. Contact me to coordinate an on-campus or Zoom meeting.
Office Location:	078 Fallerius	Office Hours:	

I. Topical Timeline / Course Calendar (Subject to Change):

****Disclaimer**** Please note that the Master Syllabus for this course is currently undergoing revisions. As a result, some assignment dates listed there may be inaccurate. For this semester, we will follow the timeline and due dates outlined below:

Weeks	Topics	Assignment	Due Date
1	Welcome Do I Want to Be a Teacher? Changes in American Society	Readings: Chapter 1 & 2 Week 1 Discussion Chapter 1 & 2 reflection questions Chapter 1 & 2 Assignment/Response	10/19/25
2	Student Diversity Education in the United States	Readings: Chapter 3 & 4 Chapter 3 & 4 reflection questions Chapter 3 & 4 Assignment/Response	10/26/25
3	Educational Philosophy Governance and Finance	Readings: Chapter 5 & 6 Chapter 5 & 6 reflection questions Chapter 5 & 6 Assignment/Response	11/2/25
4	School Law Choosing the Right School	Readings: Chapter 7 & 8 Chapter 7 & 8 reflection questions Chapter 7 & 8 Assignment/Response	11/9/25
5	Midterm Checkpoint	Midterm Exam Research Paper Outline	11/16/25
6	The School Curriculum Classroom Management	Readings: Chapter 9 & 10 Chapter 9 & 10 reflection questions Chapter 9 & 10 Assignment/Response	11/23/25
7	Becoming an Effective Teacher Educational Reform	Readings: Chapter 11 & 12 Chapter 11 & 12 reflection questions Chapter 11 & 12 Assignment/Response Research Paper	12/4/25
8	Developing as a Professional	Readings: Chapter 13 Chapter 13 reflection questions Chapter 13 Assignment/Response Final Exam	12/11/25

II. Grading and Testing Guidelines:

Final Grade Calculation

Activity	Qty	Points	Percentage
Chapter Reflection Questions	13	190	20%
Chapter Assignments/Responses	10	370	38%
Discussion Questions	1	20	2%
Exams/Quizzes	3	215	22%
Research Project	1	175	18%

- Chapter Reflection Questions**
 - Brief, reflective questions aligned with the assigned textbook chapters. These questions are designed to encourage personal and professional reflection on key chapter themes.
 - Chapter Reflection Questions are submitted to the instructor only, other students in the class will not have access unless noted on the assignment.
- Chapter Assignments/Responses**
 - Short written tasks that apply chapter concepts to real-world scenarios. These questions are designed to reinforce key concepts, connect theory to practice, and prepare students for classroom application.
 - Chapter Assignments/Responses are submitted to the instructor only, other students in the class will not have access unless noted on the assignment.
- Discussion Questions**
 - Discussion posts are intended to be interactive. All students enrolled in the course will be able to see other students' posts.
 - There is no required length for discussion board posts, although students should thoroughly and thoughtfully respond to any question or topic presented.
 - In every discussion board assignment, students are required to complete one post and respond to at least one other student's post.
- Exams/Quizzes**
 - Students will complete a series of assessments throughout the course, including an introductory activity, a midterm, and a final exam. These are designed to reinforce course content and evaluate overall understanding of course content.
- Research Project**
 - A culminating assignment that explores a topic relevant to early childhood education. This includes submitting a topic proposal, outline, final paper, and a brief presentation using PowerPoint or similar application.

III. Examination Policy:

- Exams are to be completed by the assigned due date and time. Should a student have a need to adjust an exam due date, PRIOR arrangements can be made with the instructor. Students who do not correspond with the instructor about alternate exam arrangements will be subject to a 10% exam score deduction.
- The reasons for which a student will be excused from taking an examination may include:
 - Hospitalization (with documented verification)
 - Death in the immediate family (with documented verification)
 - Personal illness or illness in immediate family - (doctor's excuse required)
- A student who misses an examination for any reason is responsible for contacting the instructor.

IV. Class Attendance and Homework Make-Up Policy:

- Students are required to make posts to discussion boards, complete chapter assignments, take exams, and submit other course assignments by indicated due dates, serving as a means of monitoring who is actively "attending" class. Students who do not log into the course and submit the required assignments on a regular basis may be reported for non-attendance.
- Students are responsible for contacting their instructor regarding any issues with completing course assignments. Whenever possible, students should contact the instructor prior to assignment due date.
- Late work policy: Assignments are due by 11:59 PM on the posted due date. If an assignment is submitted late without prior communication, 10% will be deducted for each day it is late.

V. Classroom Expectations:

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience. Behavior in the classroom (this includes online classroom formats) should convey respect for your classmates and the instructor; and foster an atmosphere conducive to learning.

1. Use proper grammar and spelling in your discussion posts, emails, messages and papers.
 - a. You should write complete sentences, capitalize the first word of every sentence, and utilize proper punctuation. For instance, the word “I” is always capitalized, so don’t just type “i”.
2. Things you should avoid:
 - a. It is not acceptable to use slang (e.g. “sup” or “yo”)
 - b. Omit all profanity from your online course interactions. Similarly, do not use symbols to represent expletives (#*%\$!*)
 - c. No texting abbreviations - use complete and standard spelling.
Examples: - Instead of using “u”, type out “you”
 - Instead of using “r”, type out “are”
 - Instead of using “atm”, type out “at the moment”