



## EDUC 1015

**Division:** Social and Behavioral Science

**Department:** Education

**Course:** EDUC 1015

**Title:** Introduction to Education Lab

**Catalog Description:**

This course is the lab that accompanies EDUC 1010. In this lab students gain practical experience as an observer/aide for a minimum of 30 hours in public school classrooms.

**General Education Requirements:** N/A

**Semesters Offered:** Fall, Spring

**Credit/Time Requirement:** Credit: 0; Lecture: 0; Lab: 2

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** None

**Corequisites:** EDUC 1010

**Justification:**

EDUC 1010 (and its accompanying lab EDUC 1015) is intended as an education major's introduction to the study of professional education and is offered at all other colleges and universities in the state. It is a prerequisite at most university teacher-education programs and recommended in others. (Southern Utah University - EDUC 1010; University of Utah - TL 1010; Utah State University - TEAL 1010; Utah Valley State College - EDEL 1010; Dixie State College - EDUC 1010; Weber State University - EDUC 1010).

**Student Learning Outcomes:**

EDUC 1010 and its practicum EDUC 1015 share the same outcomes.

- Students will be able to analyze the role that self knowledge plays in helping teachers be more effective in the classroom
- Students will be able to describe the distinguishing characteristics of five views of the teacher knowledge base
- Students will be able to discuss the importance of problem solving and reflection for the professional teacher
- Students will be able to describe three strategies from classroom observation
- Students will be able to describe the features of a school based teacher education program
- Students will be able to define a professional portfolio and discuss several ways it can be used
- Students will be able to describe opportunities available to teachers to increase their effectiveness and c

continue their professional growth

**Content:**

Students will observe teachers in a real classroom dealing with real classroom situations and formulate ideas about classroom management, content delivery and the real world of teaching. They will also evaluate what they learn from the course and the text in terms of real world application.

**General Education Outcomes:**

**Key Performance Indicators:**

Students do not receive credit for this lab that is separate from the credit received for EDUC 1010. The observations and assignments completed by students in this lab are assessed as part of the grade received for EDUC 1010.

**Representative Text and/or Supplies:**

- Wiseman, Knight, Cooner, *Becoming a Teacher in a Field-Based Setting, an introduction to education and classrooms*, current edition, Thomson Wadsworth.

**Optimum Class Size:** 25

**Maximum Class Size:** 35

**Signatures:**

I hereby submit this course syllabus:

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Richard Squire, MEd, Instructor

I hereby find this course consistent with the goals and resources of the Education Department:

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Richard Squire, MEd, Instructor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

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Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)