

Indiana University School of Education
Office of Undergraduate and Teacher Education
Early Field Experiences – EDUC-I251
PROPOSAL

CONTEXT

To date, the undergraduate teacher education programs have been inconsistent about the inclusion of an early field experience with the learning theories courses in the programs. The secondary program has not had an early field experience at all, which has led to these candidates having no exposure to learners and classrooms until their junior year, typically. This has been a persistent criticism of the secondary program. Also, there has been inconsistency in the number of credit hours associated with the respective early field experience associated with the learning theories courses across programs.

PROGRAM	CURRENT LEARNING THEORIES COURSE	ASSOCIATED EARLY FIELD EXPERIENCE/ CREDIT HOURS	PROPOSED LEARNING THEORIES COURSE	PROPOSED ASSOCIATED EARLY FIELD EXPERIENCE
EARLY CHILDHOOD	N/A		N/A	
ELEMENTARY	EDUC-P251	M101/1 cr hr	EDUC-I251	M101/1 cr hr
TEACHING ALL LEARNERS	EDUC-P251	M101/1 cr hr	EDUC-I251	M101/1 cr hr
SECONDARY	EDUC-P312	NONE	EDUC-I251	M101/1 cr hr
SECONDARY SPECIAL EDUCATION	N/A		N/A	
ALL-GRADE (inc. Music, Visual Arts, World Languages)	EDUC-P254	M201/2 cr hr	EDUC-I251	M101/1 cr hr

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The table above reflects the proposed learning theories course requirements along with the associated early field experience. To be able to provide the early field experience, M101 for one credit hour in the secondary program, it is recommended that the credit hours assigned to student teaching be changed from 12 credit hours to 11 credit hours. Given the required student teaching seminar (EDUC-M420) for one credit hour during the student teaching semester, candidates still will be registered for 12 credit hours that semester to retain their full-time status.