

Course Descriptions

EDUC 201a: Orientation to the Teaching Profession (1 credit)

An orientation to the teaching profession and to the conceptual framework for the Teacher Academy Teacher Certification Program. Students reflect on their individual dispositions and on their experiences as learners in order to examine perceptions and assumptions they hold about teaching and learning. In addition, students examine the ways in which teacher beliefs influence learning. Additional topics include Teacher Academy conceptual framework, core values, teacher candidate competencies and proficiencies, demands of the profession, leadership, teacher reflection, and aspects of education. This course includes a structured 5 hour field component. Permission required.

EDUC 201b: The Critically Reflective Teacher (2 credits)

An exploration of the role of critically reflective teachers in diverse educational settings. Students demonstrate a commitment to the development and practice of self-directed reflection as applied to teaching and learning. Students explore how reflection-in-action and reflection-on-action guide instructional decision-making. This course includes a 10 hour field component.

EDUC 202: Theories of Teaching and Learning (3 credits)

Examines the teaching and learning process in relation to historical, theoretical, philosophical, and social foundations of education. Students develop an awareness of expected developmental progressions and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains. Students learn how to apply instructional strategies that promote learning. This course includes a structured 10 hour field component.

EDUC 203: Curriculum and Assessment (3 credits)

Focuses on planning effective instruction, designing and analyzing meaningful assessment based on students' needs and on district and state standards. Specific strategies focus on differentiating instruction, designing a conceptually based curriculum, and analyzing standards for alignment with curriculum content and outcomes. Students learn how to use assessment data to direct their teaching practices and curriculum development. This course includes a structured 10 hour field component.

EDUC 204: Effective Teaching (3 credits)

Focuses on effective instructional processes, techniques and procedures to help teachers lead their classrooms toward high levels of student success. Students learn practical keys and strategies for increased student motivation and learning in a diverse classroom. The processes of social, emotional, physical and cognitive development from birth through adolescence and their implications for student learning are reviewed. Students examine a variety of classroom management models for understanding classroom behaviors and educational strategies that are effective in helping all students succeed. This course includes a structured 10 hour field component.

EDUC 205: Fundamentals of Reading Instruction (3 credits)

Prepares students to apply research-based techniques in the development and implementation of a literacy program including phonics, phonemic awareness, fluency, vocabulary, and comprehension. Students are introduced to a literature-based curriculum and explore developmentally appropriate reading techniques as applied to the reading process. Students explore and understand theory and research on the effective teaching of reading and writing, the components of language and the cognitive characteristics of readers. This course includes a structured 10 hour field component.

EDUC 206E: Teaching Reading: Teaching and Assessment Strategies for the Elementary Classroom (3 credits)

An exploration of developmentally, culturally, and linguistically appropriate formal and informal research-based assessments and teaching strategies in the teaching of reading in grades K-8. This course includes a structured 10 hour field component.

EDUC 206S: Reading in the Content Area (3 credits)

An exploration of developmentally, culturally, and linguistically appropriate formal and informal research-based assessments and teaching strategies in the teaching of reading at the secondary level. Students learn teaching strategies that emphasize the construction of meaning in texts, reading and study skills and reading and writing and information literacy across the curriculum. This course includes a structured 10 hour field component. Prerequisites: EDUC 201B. Offered: Summer, Fall and Spring.

EDUC 208: Exceptionalities & Placement (3 credits)

Focuses on the meanings and concepts of disabilities that affect learning. Students gain an understanding of each of the exceptionalities and the developmental stages involved in motor, language, social-emotional, sensory and cognitive domains. Students learn components of identification, assessment, educational planning and implementation of instruction for students with disabilities within the context of public schools. This course includes a structured 10 hour field component. Prerequisite: EDUC 201B. Offered: Fall and Spring

EDUC 209: Evaluation & IEP Process and Documentation (3 credits)

The screening, evaluation, eligibility and re-evaluation process for students with special needs. There is special emphasis on the Process of Special Education in the public schools, including referral, assessment, determining eligibility, instructional interventions and evaluation of student progress. Students learn about developing Individual Education Plans, writing goals and objectives, and the legal mandates for serving students with disabilities. A primary focus of the course is considering special education in the context of inclusive schooling. This course includes a structured 10 hour field component. Prerequisite: EDUC 201B. Offered: Summer.

EDUC 213: Reading for Special Learners (3 credits)

This course provides an understanding of concepts for procedures for teaching reading to students with special needs. Emphasis is placed on formal and informal reading assessments, effective reading practices, research-based reading programs, oral language development, decoding strategies, phonemic awareness and vocabulary acquisition. Prerequisites: EDUC 201B and EDUC 205. Offered: Summer, Fall and Spring.

EDUC 214L: Supervised Field Experience (3 credits)

This course provides students with the opportunity to analyze, critique and reflect upon their field experience through dialogue with others, and the study of research-based effective instructional strategies. Guided discussions address classroom management, student learning, lesson planning, parent communication, and professional development. Students will engage in applied classroom research to assess and improve upon the efficacy of their instructional practices. Students are observed teaching in the field placement and assessed on the New Mexico Teacher Competencies. This course requires a minimum of 125 hours of field experience and is competency-based. Prerequisite: Permission. Offered Fall and Spring. **Course Fee: \$75.**

EDUC 250: ECE Profession in New Mexico (1 credit)

This course provides students with an introduction to the early childhood profession in New Mexico. Topics include the multicultural perspective that is responsive to individuals in the culturally diverse communities of New Mexico; definition and advocacy for excellence in state early childhood programs; adherence to state and national professional codes of ethics and conduct, knowledge of federal, state,

and local regulations and legislation regarding programs of service for young children, birth through eight years of age including legislation and other public policies affecting children, families, and programs for young children and the profession; critical reflection of one's own professional and educational practices from community, state, national, and global perspectives; and knowledge of professional development opportunities that would enhance knowledge and skills in working with young children. Pre-requisite: Permission.

EDUC 251: Foundations in Early Childhood Education (2 credits)

This course provides students with knowledge of the historical, philosophical and social foundations of the early childhood education profession and how these foundations influence current thought and practices. A particular emphasis will be placed on developmental issues for children, birth through the age of eight. Topics include a survey of the history of early childhood education and professionalism, ethical codes of conduct, and issues of advocacy in the field. Upon completion of the course, students will articulate a well-designed personal early childhood education philosophy that supports practices of inclusion and cultural and linguistic diversity in early education. This course requires 10 hours of fieldwork in an early childhood program approved by the instructor. Pre-requisite: EDUC 250.

EDUC 252: Family and Community Collaboration (3 credits)

This course analyzes family, school, and community resources and collaboration as related to early childhood education, family-centered practices and the provision of an emotionally, healthy, and physically safe environment for young children from birth through the age of eight, in partnership with their families. Strategies to improve communication and collaboration are emphasized with a focus on family systems, cultural diversity, economic conditions, school systems, community services, political forces, advocacy groups, and other factors that impact young children and their families. This course requires 10 ho

EDUC 253: Curriculum Development/Learning Environment/ECE (3 credits)

The course integrates knowledge of child development and learning with early childhood curriculum content for young children from birth through the age of eight. Students study the principles of designing and evaluating curriculum that is developmentally appropriate for young children. Content includes arts, literacy, mathematics, physical education, health, social studies, science and technology. Integrated curriculum that is supportive of language, home experiences and cultural values will be emphasized. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite EDUC 250.

EDUC 254: Assessment and Evaluation in ECE (3 credits)

This course is designed to provide early childhood education teacher licensure students with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children from birth through the age of eight. Learners are introduced to the meaning and uses of authentic assessment as well as various tools and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor young children's progress, guide instructional practice, and identify and refer at-risk children. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250.

EDUC 255: Early Literacy I: Introduction to Theory and Models (3 credits)

This course focuses on theories and approaches to reading instruction for young children. Major topics in the course include early and emergent reading theories, stages of reading and emergent literacy at each developmental level for birth through age eight, the developmental sequence of language and literacy that includes the influence of culture and home factors, and documentation of multiple sources that includes cultural/linguistic differences and diverse ways of learning in reading assessment approaches and practices. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250.

EDUC 256: Early Literacy II: Development and Implementation (3 credits)

In this course students explore the five principles which current research suggests enhance the development and implementation of emergent literacy practices with young children: 1. emerging literacy including direct instruction is embedded in a social/ cultural context; 2. experiential learning environments allow young children to practice, elaborate and extend emergent literacy; 3. children require frequent experiences in listening and sharing stories to demonstrate the facilitating power of language; 4. children require frequent book readings both as active listeners and independent readers; and 5. both the modification of environments and inclusion of family participation have an important impact on the early literacy behavior of children ages birth through the age of eight. These principles are the basis for discussion and activities supporting effective strategies. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250 & EDUC 255.

EDUC 257: Supervised Field Experience in ECE (3 credits)

This course provides students with the opportunity to analyze, critique and reflect upon their selected field experiences in programs for children birth through eight years of age through dialogue with other students in the same field experience settings and the college instructor. Guided discussions address classroom management, student learning, lesson planning, assessment, parent communications and professional development. Students will engage in applied classroom research to assess and improve upon the efficacy of their instructional practices. Additional areas include standards based and developmentally appropriate early childhood education methodology, professional issues, ethics and portfolio preparation. This course requires 150 hours of field experience in settings that will be assigned according to previous professional experiences. Pre-requisite: Permission.