

EDUC-EDUCATION (EDUC)

EDUC 1110. Freshman Orientation

1 Credit (1)

Introduction to the university and to the College of Education. Discussion of planning for individualized education program and field experience.

Restricted to Las Cruces campus only. May be repeated up to 1 credit.

Learning Outcomes

1. Demonstrates knowledge of and uses theories, approaches, methods, and techniques for teaching, reading, writing, and other academic skills in English and the native language.
2. Demonstrates knowledge of and applies management techniques appropriate to classrooms containing students who have varying levels of proficiency and academic experience in both languages.
3. Community/Family Involvement- The bilingual teacher: (a) Recognizes the importance of parental and community involvement for facilitating the learner's successful integration to his/her school environment. (b) Demonstrates knowledge of the teaching and learning patterns of the students' home environment and incorporates these into the instructional areas of program.
4. Assessment- The bilingual teacher: (a) Assesses oral and written language proficiency in academic areas in both languages utilizing the results for instructional placement, prescription, and evaluation. (b) Evaluates the growth of the learner's native and second language in the context of the curriculum. (c) Continuously assesses and adjusts her or his own language use in the classroom in order to maximize learner comprehension and verbal participation

EDUC 1120. Introduction to Education

2 Credits (2)

Introduction to the historical, philosophical, sociological foundations of education, current trends, and issues in education; especially as it relates to a multicultural environment. Students will use those foundations to develop effective strategies related to problems, issues and responsibilities in the field of education. Restricted to Las Cruces campus only. May be repeated up to 2 credits.

Learning Outcomes

1. Describe the teaching and learning of various American education settings including early childhood, elementary, middle school, high school, and special education.
2. Describe how teachers use educational theory and the results of research of students' learning.
3. Explain the techniques for establishing a positive and supportive environment in the classroom
4. Identify and describe instructional strategies supported by current research to promote thinking skills of all learners.
5. Recognize the teachers' role and responsibilities in an increasingly diverse, multicultural society.

EDUC 1140. Math for Paraprofessionals

3 Credits (3)

Applied math skills for paraprofessionals working with children. May be repeated up to 3 credits.

Prerequisite: CCDM 103 N.

Learning Outcomes

1. Students will plan developmentally appropriate math activities for young children.
2. Students will plan adaptations to math activities for children with diverse abilities.

3. Students will demonstrate understanding of recent research in methods of teaching mathematics.
4. Students will demonstrate understanding of early childhood theories as they relate to the teaching of mathematics.
5. Students will demonstrate understanding of unique needs of children from diverse economic or cultural backgrounds.

EDUC 1150. Math for Paraprofessionals II

3 Credits (3)

Applied math skills for paraprofessionals working under the direction of a teacher. May be repeated up to 3 credits.

Prerequisite: EDUC 1140.

Learning Outcomes

1. Students will plan developmentally appropriate math activities for young children.
2. Students will plan adaptations to math activities for children with diverse abilities.
3. Students will demonstrate understanding of recent research in methods of teaching mathematics.
4. Students will demonstrate understanding of early childhood theories as they relate to the teaching of mathematics.
5. Students will demonstrate understanding of unique needs of children from diverse economic or cultural backgrounds.

EDUC 1185. Introduction to Secondary Education and Youth

3 Credits (3)

Introductory course for students considering a career in secondary education. Includes historical, philosophical, and sociological foundations, program organization, critical dispositions, and understanding the context of schools and youth. Practicum required.

Restricted to: Secondary Ed majors. Traditional Grading with RR.

Learning Outcomes

1. Articulate the attributes of an education professional entering the field.
2. Differentiate and summarize the major educational philosophies and historical events that have influenced the progression of educational practice.
3. Describe the role of law in education with emphasis on the rights and responsibilities of teachers and learners.
4. Develop a preliminary personal philosophy of teaching and learning.
5. Discuss the characteristics and roles of the teacher, the student, and the school in today's education.
6. Identify effective teaching methods, instructional strategies and learning styles.
7. Evaluate the Lesson Planning Process using various lesson planning templates, formats, and rubrics.
8. Explain classroom management techniques.
9. Identify different types of diversity in the classroom environment, particularly in high-needs schools. 1
10. Describe how learning differences are manifested in schools, particularly in high-needs schools. 1
11. Describe how teachers use multiple methods of assessment to engage learners in their own growth, to monitor learner progress. 1
12. Describe how teachers use multiple methods of assessment to modify instruction and inform decision making. 1
13. Identify the role of Standards and High Stakes Testing in the life of an educational professional. 1

14. Complete 24 hours internship in a classroom, preferably a bilingual classroom in a high-needs school. 1
15. Document and reflect on your observations throughout your internship. 1
16. Construct an individualized map to teacher licensure in the State of New Mexico.

EDUC 1995. Field Experience I

1 Credit (1)

Introduction to public school teaching, school visits, classroom observations and discussion seminar. May be repeated up to 1 credit.

Learning Outcomes

1. Demonstrate an understanding of personal attitudes and motivations for entering the field of education.
2. Identify effective teaching strategies that enhance student learning outcomes.
3. Identify classroom management techniques and learning styles.
4. Develop observational skills and reflective thinking skills.
5. Evaluate instructional methods that enhance upper level thinking skills in children.

EDUC 1996. Special Topics in Education

1 Credit (1)

Supervised study in a specific area of interest. Each course shall be designated by a qualifying subtitle. May be repeated up to 9 credits.

Learning Outcomes

1. Varies

EDUC 1998. Internship I

3 Credits (3)

Supervised experience in elementary education settings. May be repeated up to 3 credits.

Learning Outcomes

1. Varies

EDUC 2710. Pre-Teacher Preparation

3 Credits (3)

Assists students in developing the necessary competencies needed for acceptance to the Teacher Education Program. Course content includes basic skill development, test taking skills, and completion of teacher preparation packet. May be repeated up to 6 credits.

Learning Outcomes

1. Investigate the process and requirements of the Teacher Education Program
2. Read critically about teacher's experiences and write brief reactions
3. Discuss philosophies of education and draft a written personal philosophy of education
4. Discuss the nature of education for students with diverse languages, cultures and abilities
5. Draft personal position statements concerning education for students with disabilities and diverse cultures

EDUC 2998. Internship II

3 Credits (3)

Supervised experience in junior high settings. May be repeated up to 3 credits.

Prerequisite: must be a co-op student.

Learning Outcomes

1. Varies