CURRICULUM AND INSTRUCTION

Undergraduate Program Information

Professional Education Courses
All students will take a course in developmental psychology. Field experiences will be interwoven throughout most courses. All students, during their program will complete at least three Extended Field Experiences.

Required of All Students Seeking Elementary, Secondary Licensure or Early Childhood

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| C EP 210 | Educational Psychology 
1                      | 3       |
| EDLT 368 | Integrating Technology with Teaching        | 3       |
| EDUC 103 | Internship in Bilingual Education/ESL 1     | 3       |
| EDUC 315 | Multicultural Education                     | 3       |
| SPED 350 | Introduction to Special Education in a Diverse Society | 3       |
|          | Student Teaching Seminar                    | 3       |
|          | Total Credits                               | 18      |

1 Early Childhood majors do not take the identified courses.

Students seeking teacher licensure must meet all Teacher Education Program requirements. Those requirements include a GPA of 2.5 for undergraduates and 3.0 for graduate students seeking a MA plus licensure, passing scores on basic and general portions of the NES Teacher Exam, and satisfying the requirements for the academic teaching field. Each student must possess the academic ability, character and attitude suitable for teaching. Students who, in the professional judgment of the faculty and staff, do not possess these qualifications may be examined by a Selective Review Committee. The committee may recommend a variety of actions, ranging from remedial procedures to withdrawal from the Teacher Education Program.

Competitive Admission Process for Teacher Licensure
Applicants who successfully meet the minimum requirements for admission will be reviewed by the Teacher Education Program admission committee. The admission committee will base admission decisions on applicants’ academic qualifications, basic skills test scores, written communication, faculty recommendations for the student, dispositions and the student’s portfolio.

Applicants should be aware that admission to the Teacher Education Program is competitive and is based upon available faculty resources. Posted GPA and basic skills test scores are the minimum necessary to be considered for admission to the Teacher Education Program and do not ensure admittance into programs. Applicants are encouraged to develop a strong student portfolio, achieve the highest GPA possible and present a professional portfolio.

Graduate Program Information
The Department of Curriculum and Instruction is devoted to the preparation of master educators for public, private and governmental institutions. Graduates are prepared to serve as directors of instruction and curriculum, subject matter specialists, supervisors of student teaching and college professors of curriculum and instruction.

Five degree programs are available:
1. Master of Arts (in education),
2. Master of Arts in Teaching,
3. Specialist in Education,
4. Doctor of Education in curriculum and instruction, and
5. Doctor of Philosophy in curriculum and instruction.

The Master of Arts requires a concentration in curriculum and instruction. Six areas of concentration are offered:
1. curriculum and instruction,
2. bilingual education,
3. early childhood education,
4. educational learning technologies,
5. language, literary & culture, reading, and
6. TESOL.

Coursework may be taken in elementary education, secondary education, TESOL, curriculum development, instructional techniques, instructional technology, advanced methodology, multicultural education and teaching fields or endorsement areas.

At the master’s degree level, non-thesis option, the department requires a final examination. This written examination is administered once each semester (fall, spring, and summer II). Detailed information about the written exam is available in the Master’s Handbook (http://ci.nmsu.edu/programs/graduate-programs/candi-handbooks/) and on the departmental webpage (http://ci.nmsu.edu).

The Ph.D. and Ed. D have a theoretical-research orientation. Every doctoral student (Ph.D. and Ed.D.) is required to take a 12-credit research block that includes EDUC 613 Evaluation of Quantitative Research in Education and EDUC 576 Qualitative Research. Furthermore, students enrolled in the Ph.D. program must complete 6 credits in either computer tools courses or the foreign language sequence.

A master’s degree, a cumulative GPA of 3.0 or better in graduate work, and three years of teaching experience or the equivalent are required for admission to doctoral programs in curriculum and instruction. Applicants should be aware that admission to the doctoral program is competitive and based on available departmental resources and available faculty resources and interest.

Doctoral-level qualifying exams are held during the spring semester.

Particulars with regard to procedural requirements relating to the degree are available by visiting the departmental website: https://ci.nmsu.edu/
Degrees for the Department

Early Childhood - Bachelor of Science in Education (http://catalogs.nmsu.edu/nmsu/education/curriculum-instruction/early-childhood-bachelor-science-education)

Elementary Education - Bachelor of Science in Education (http://catalogs.nmsu.edu/nmsu/education/curriculum-instruction/elementary-education-bachelor-science-education)

Secondary Education - Bachelor of Science in Education (http://catalogs.nmsu.edu/nmsu/education/curriculum-instruction/secondary-education-bachelor-science-education)

Education - Master of Arts (http://catalogs.nmsu.edu/nmsu/education/curriculum-instruction/education-master-arts)

Education - Master of Arts in Teaching (http://catalogs.nmsu.edu/nmsu/education/curriculum-instruction/education-master-arts-teaching)

Curriculum and Instruction - Doctor of Education (http://catalogs.nmsu.edu/nmsu/education/curriculum-instruction/education-doctor-education)

Curriculum and Instruction - Doctor of Philosophy (http://catalogs.nmsu.edu/nmsu/education/curriculum-instruction/curriculum-instruction-doctor-philosophy)

Minors for the Department


Associate Professors, Elizabeth Cahill and David Rutledge, interim Co-Department Heads

Directors: B. Araujo, Elementary Education; Secondary Education; B. Cahill, Interim Co-Department Head/Early Childhood; D. Rutledge Interim Co-Department Head/Graduate Studies

Professors Baptiste, Haynes Writer, A. Hernandez, Torres, Wiburg;

Associate Professors Araujo, Cahill, Charles-Huerta, Orelus, Reyes, Rutledge, Salazar Perez; Assistant Professors Engledowl, Fahrenbruck, Flores Carmona, Cibilis, C. Hernandez, Koeun Kim, Lucero, Marlett, Pando, Parra, Woodley; College Instructors Bagwell

B. Araujo, Ph.D. (New Mexico State University) - critical pedagogy, bilingual education; H. P. Baptiste, Ed.D. (Indiana University) - science elementary; E. Cahill, Ph.D. (Kent State University) - early childhood education; C. Engledowl, Ph.D. (University of Missouri) - mathematics education; J. Flores-Carmona, Ph.D. (University of Utah) - culture and society, sociology of education; L. Cibilis, Ph.D. (New Mexico State University) - TESOL, bilingual education, language teaching; M. L. Fahrenbruck, Ph.D. (University of Arizona) - language, reading & culture; J. L. Haynes Writer, Ph.D. (University of New Mexico) - critical multicultural & social justice education, Indigeneity, Native American education teacher preparation; A. Hernandez (Stanford University) - elementary literacy, sociolinguistics, biliteracy-multiliteracy, and teacher professional development; C.M. Hernandez, Ph.D. (Kansas State University) - science education; L. Huerta-Charles, Ph.D. (New Mexico State University) - multicultural/bilingual education; Koeun Kim, Ph.D. (University of Wisconsin-Madison) - early childhood education, social welfare; L. Lucero (University of Texas-El Paso) - teaching, learning, and culture, math, science, technology; R. Marlett, Ph.D. (University of Nebraska-Lincoln) - language, literacy and culture; P. Orelus, Ed.D. (University of Massachusetts-Amherst) - bilingual/

TESOL education program; M. Pando, Ph.D. (Texas Tech University) - bilingual education; J. L. Parra, Ed.D. (Pepperdine University) - online teaching & learning, technology integration, teacher/ faculty professional development, innovative & transformative education; L. V. Reyes, Ph.D. (New Mexico State University) - early childhood education and critical pedagogy, D. Rutledge, Ph.D. (University of Colorado-Boulder) - learning technologies, international education, bilingual education/TESOL; M. Salazar Perez, Ph.D. (Arizona State University) - early childhood; M. Torres, Ph.D. (University of New Mexico) - sociocultural and psychological foundation; K. Wiburg, Ed.D. (U.S. International University) - instructional technology; X. Woodley, Ph.D (New Mexico State University) - educational learning technology, critical pedagogy.

ECED 115. Child Growth, Development, and Learning
3 Credits
This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals.

ECED 125. Health, Safety, and Nutrition
2 Credits
This course provides information related to standards and practices that promote children's physical and mental well being sound nutritional practices, and maintenance of safe learning environments.

ECED 135. Family and Community Collaboration
3 Credits
This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establishes collaborative relationships with families in early childhood settings is discussed.

Prerequisite(s): ECED 115 and ENGL 111G.

ECED 215. Curriculum Development Through Play
3 Credits
The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four and developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with diverse abilities and the development of IFSP’s and IEP’s is included. Consent of instructor required.

Prerequisite(s): ECED 115 and ENGL 111G. Corequisite(s): ECED 220.

ECED 220. Early Childhood Education Practicum I
2 Credits
The beginning practicum course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways. Consent of instructor required.

Prerequisite(s): ECED 115 and ENGL 111G. Corequisite(s): ECED 215.
ECED 225. Curriculum Development and Implementation II
3 Credits
The second curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with diverse abilities and the development of IEPs is included. Consent of instructor required.
Prerequisite(s): ECED 115, ENGL 111G.
Corequisite(s): ECED 230.

ECED 230. Early Childhood Education Practicum II
2 Credits
The second field-based curriculum course focuses on practicing developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Consent of instructor required.
Prerequisite(s): ECED 115, ENGL 111G.
Corequisite(s): ECED 225.

ECED 235. Introduction to Language, Literacy and Reading
3 Credits
This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension.
Prerequisite(s): ECED 115 and ENGL 111G.

ECED 245. Professionalism
2 Credits
This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

ECED 255. Assessment of Children and Evaluation of Programs
3 Credits
This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. Crosslisted with: SPED 255
Prerequisite(s): ECED 115 and ENGL 111G.

ECED 265. Guiding Young Children
3 Credits
This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented.

ECED 270. Program Management
3 Credits
Technical knowledge necessary to develop and maintain a quality early care and education program. The course will focus on sound financial management and vision, laws and legal issues that affect programs and state and national standards including accreditation requirements.
Prerequisite: consent of instructor.

ECED 275. Curriculum for Diverse Learners and Their Families
3 Credits
Implementation of family-centered programming that includes developmentally appropriate and culturally responsive curriculum. The course will also cover the establishment and maintenance of healthy and safe learning environments. Consent of instructor required.

ECED 276. Effective Program Development for Diverse Learners and Their Families
2 Credits
Practical experience in observing and carrying out the role of the director/administrator in the implementation of family-centered programming that includes individually appropriate and culturally responsive curriculum in a healthy and safe learning environment. Consent of instructor required. Restricted to ECED majors.
Corequisite(s): ECED 275.

ECED 280. Professional Relationships
3 Credits
Development of staff relationships that will foster strong professional relationships with and among families, communities and advisory boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Working effectively with board, advisory groups and community members and agencies will be addressed. Consent of instructor required.
Corequisite(s): ECED 281.

ECED 281. Professional Relationships Practicum
2 Credits
Practical experience in the development of staff relationship that will foster professional relationships with families, communities and boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Consent of instructor required. Restricted to ECED majors.
Corequisite(s): ECED 280.

ECED 315. Research in Child, Growth, Development and Learning
3 Credits
This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive, language, and the methodological aspects of research in early childhood development and education.
Prerequisite(s): ECED 115.

ECED 329. Early Primary Field Placement
2 Credits
The field practicum is a co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts and Movement. The field based component will provide experiences that address curriculum content and practice teaching that is relevant for early primary children in developmentally and culturally sensitive ways. Graded: S/U.
Corequisite(s): ECED 440, ECED 445, RDG 350.

ECED 335. Family, Language and Cultural
3 Credits
This course analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children's families, community and cultural background.
Prerequisite(s): ECED 135.
ECED 351. Emergent Literacy
3 Credits (2+2P)
This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through age 4, including children with special needs. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials and preparation of rich literacy environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability and 5) literacy leadership. Crosslisted with: RDG 351.
Prequisite(s): ECED 235.

ECED 395. Special Topics
1-3 Credits
Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits.

ECED 420. Integrated Early Childhood Curriculum
4 Credits
This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth through age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.
Prequisite(s): ECED 125, ECED 215, ECED 220, ECED 225, ECED 230, ECED 245, and ECED 265.
Corequisite(s): ECED 425.

ECED 425. Integrated Curriculum Practicum
2 Credits
The advanced practicum course is a field based course that will provide opportunities for the integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.
Prequisite(s): ECED 125, ECED 215, ECED 220, ECED 225, ECED 230, ECED 245, and ECED 265.
Corequisite(s): ECED 420.

ECED 440. Teaching and Learning Math and Science
4 Credits (2+2P)
Standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts. Field experience required.

ECED 443. Assessment of Children and Evaluation of Programs
3 Credits
Advanced course builds on understanding the connections among learning, teaching, and assessment and strategies for evaluating programs. Assessment, identification, and monitoring of typical and atypical development in the cognitive, motor, affective and social domains. Multiple and diverse assessment approaches, including responsiveness to cultural and linguistic differences will be emphasized. Builds upon indicators of competence established at the lower division (AA) level. For each course objective (core competency) students will demonstrate the indicators established for the bachelor s level.

ECED 452. Teaching Language Minority Children in Early Childhood Settings
3 Credits
Framework and strategies for the educational development of young language-minority children.

ECED 455. Teaching and Learning Social Studies, Fine Arts and Movement
3 Credits (2+2P)
The course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts and movement across the curriculum. This course emphasizes an integrated approach to teaching the what and why of social studies; assessing student learning; planning units, lessons, and activities; effective instructional strategies; and knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement and drama.
Corequisite(s): ECED 440, ECED 329, RDG 350.

ECED 458. Field Experience (Infants Pre-K)
1 Credit
Supervised field experiences in early childhood settings: infants, toddlers, and pre-K programs. Graded S/U.

ECED 459. Field Experience (K-3)
1 Credit

ECED 465. Advanced Caregiving for Infants and Toddlers
3 Credits
The advanced field-based course is intended to assist students to define and implement advanced elements of quality programming for all infants, toddlers in safe, healthy, responsive caring environments. The experiences in the approved setting will support strong nurturing relationships, cultural competence, diverse learning needs and styles of every child, appropriate guidance techniques and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in home, small-group or whole-group care situations. Crosslisted with: SPED 465

ECED 470. Student Teaching/Seminar
6 Credits
Provides student teaching experience in a variety of settings with young children ages birth 8.

ECED 479. Curriculum in Early Childhood Education
3 Credits
Development and implementation of curriculum and materials for teaching young children.

ECED 489. Topics
3 Credits
Offered under various subtitles which indicate the subject matter to be covered. May be repeated three times for a maximum of 9 credits.

ECED 510. Issues in Early Childhood Education
3 Credits
Examines current trends and problems through readings of theoretical, empirical, and applied literature.

ECED 515. Working with Parents of Young Children
3 Credits
Techniques for setting up home and classroom visitations, communicating with parents, and establishing special programs.
ECED 520. Seminar on Cognitive and Social Development
3 Credits
In-depth study of developmental theories: Piaget, Kohlberg, Bruner, and Erikson. Implications for development of preschool programs and teaching techniques.

ECED 530. Leadership and Advocacy in Early Childhood
3 Credits
The course explores a multidisciplinary approach to early childhood educational leadership, advocacy and change. The course focuses on leadership in its many forms: in teaching, administration, policy, research, and ethics. In addition, we will examine the theory and practice of change to gain an understanding of what contributes to advocating for policy and community change. Students will gain a deeper understanding of themselves as leaders, and ways to improve early education to promote social justice in programs and systems serving families and young children.

ECED 570. Play in the Early Childhood Curriculum
3 Credits
Advanced exploration of the development of curriculum based on children's play. A means of exploring and learning the patterns of human living, communications, and experiences congruent with developing interests and capacities. Restricted to majors. Same as ECED 451 with differentiated assignments for graduate students.

ECED 612. History and Philosophy of Early Childhood Education
3 Credits
Critical analysis of the historical development and philosophical underpinnings of the field of early childhood education as it relates to current practice. Restricted to doctoral-level students of any major.

ECED 614. Early Childhood, Communities, and Social Policy
3 Credits
Early childhood politics and policy taken from a global, national, state, and community context. Restricted to doctoral-level students of any major.

ECED 633. Praxis and Reflexivity
3 Credits
Same as BIL 633, EDUC 633, RDG 633, EDLT 633.

ECED 698. Selected Topics in Early Childhood Education
1-6 Credits
Offered under various subtitles. May be repeated for a maximum of 6 credits. Restricted to doctoral-level students of any major.

EDUC 101. FRESHMAN ORIENTATION
1 Credit
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.

EDUC 102. Internship I
3 Credits
Supervised experience in elementary education settings.

EDUC 103. Internship in Bilingual Education/ESL
1-4 Credits
Supervised experience in bilingual education/ESL elementary or secondary classroom settings for prospective bilingual education/ESL teachers.

EDUC 150. Math for Paraprofessionals
3 Credits
Applied math skills for paraprofessionals working with children. Prerequisite: CCDM 103.

EDUC 151. Math for Paraprofessionals II
3 Credits
Applied math skills for paraprofessionals working under the direction of a teacher. Prerequisite: EDUC 150.

EDUC 181. Field Experience I
1 Credit
Introduction to public school teaching, school visits, classroom observations and discussion seminar.

EDUC 195. Individual Topics in Education
1-3 Credits
Supervised study in a specific area of interest. Each course shall be designated by a qualifying subtitle. May be repeated for a maximum of 9 credits.

EDUC 202. Internship II
3 Credits
Supervised experience in junior high settings. Prerequisite: must be a co-op student.

EDUC 204. Foundations of Bilingual/ESL Education
3 Credits
Explore and review the historical, legal, philosophical, theoretical and pedagogical paradigms of bilingual/ESL education.

EDUC 219. Pre-Teacher Preparation
3 Credits
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. Maybe repeated for a maximum of 6 credits. Graded S/U. Community Colleges only.

EDUC 250. Introduction to Education
2 Credits
An overview of the American education system with emphasis on organization, governance, law, demographics, and professional practice. Restricted to Las Cruces campus only.

EDUC 281. Introduction to Secondary Education and Youth
3 Credits
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.

EDUC 301. Internship III
3 Credits
Student teaching in public school classroom according to major area of interest.

EDUC 302. Secondary Bilingual/ESL Field Experience
3 Credits (2+2P)
Develop professional skills, dispositions, and understanding of secondary bilingual youth, content, and pedagogy through discussion seminar and interactions with public education mentor teachers. Focused observations, study of classroom language and culture, introduction to lesson planning and student assessment. Requires 32 hours of practicum field experience. Same as EDUC 381. Crosslisted with: EDUC 381.
EDUC 315. Multicultural Education
3 Credits (2+2P)
The conceptual manifestations of culture, race and ethnicity, class, gender, sexual orientation, exceptionalities, language, bilingualism, and global citizenship within the schooling process. May be repeated up to 3 credits. Crosslisted with: EDUC 317V.

EDUC 317V. Multicultural Issues in Society
3 Credits
Conceptual manifestations of culture, race, ethnicity, class, gender, exceptionalities, language, and bilingualism within and across society. Crosslisted with: EDUC 315.

EDUC 342. Sheltered English Instruction for the ESL Classroom
3 Credits
Addresses the acquisition of English proficiency by speakers of other languages.

EDUC 343. Language, Literacy, and Culture in the ESL Classrooms
3 Credits
Framework and strategies for developing the written abilities of second language learners.

EDUC 344. Issues in Schooling for Bilingual Learners
3 Credits
Current thought and direction regarding bilingual education in the United States and New Mexico.

EDUC 381. Secondary Field Experience
3 Credits (2+2P)
Develop professional skills, dispositions, and understanding of secondary bilingual youth, content, and pedagogy through discussion seminar and interactions with public education mentor teachers. Focused observations, study of classroom language and culture, introduction to lesson planning and student assessment. Requires 32 hours of practicum field experience. Same as EDUC 303. Crosslisted with: EDUC 303.

EDUC 395. Special Topics in Education
1-3 Credits
Offered under various subtitles in the Schedule of Classes. May be taken for a maximum of 3 cr. per semester and a total of 6 credits overall.

EDUC 402. Internship IV
6 Credits
Supervised co-teaching in educational setting according to major area of interest.
Prerequisite: must be a co-op student.

EDUC 450. Methods of Teaching Early Childhood Education
3 Credits
Characteristics of the young child, play, guidance, communication, methods, materials, models, issues.

EDUC 451. Methods of Teaching Elementary School Science
3 Credits (2+2P)
Methods and materials for teaching elementary school science. Includes components of lessons and the use of multimedia. Same as EDUC 551 with differentiated assignments for graduate students.
Prerequisites: 9 hours of science from biology, chemistry, physics, and earth sciences, with no more than 3 hours from any one department.
Corequisites: ECED 450, EDUC 452, and RDG 360 (Block A courses).

EDUC 452. Methods of Teaching Elementary School Mathematics
3 Credits (2+2P)
Content, theories of cognition, and instructional approaches for the teaching of mathematics in the elementary grades. Same as EDUC 552 with differentiated assignments for graduate students.
Prerequisite: MATH 111.
Corequisites: ECED 450, EDUC 451, and RDG 360 (Block A courses).

EDUC 453. Methods of Teaching Elementary School Language Arts
3 Credits (2+2P)
Implications of language acquisition and development for instructional practices. Focus on student-centered response to literature, writing process, whole language learning, based on socio-psycholinguistic theory and research. Same as EDUC 553 with differentiated assignments for graduate students.
Corequisites: RDG 361, EDUC 454, and EDUC 455 (Block B courses).

EDUC 454. Methods of Teaching Elementary School Social Studies
3 Credits (2+2P)
Focus on social studies curriculum and instruction including student-centered approaches, active learning, educational technology, nontextual curriculum, integration, multicultural education, authentic assessment, and practical applications. Same as EDUC 554 with differentiated assignments for graduate students.
Corequisites: RDG 361, EDUC 453, and EDUC 455 (Block B courses).

EDUC 460. Teaching Language Arts at the Middle and High School Level
3 Credits (2+2P)
Implications of cognition and language development for appropriate secondary instructional practices. Focus on construction of meaning, student-centered response to literature, writing process, print and oral language development, based on socio-psycholinguistic research and theory. Practicum required. Same as EDUC 560.

EDUC 461. Teaching Social Studies at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in social studies. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of social studies. Practicum required. Same as EDUC 561.

EDUC 462. Teaching Mathematics at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in mathematics. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of mathematics. Practicum required. Same as EDUC 562.

EDUC 463. Teaching Science at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in science. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of science for students in grades 6-12. Practicum required. Same as EDUC 563.

EDUC 464. Teaching Foreign Language at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in foreign language. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of foreign language for students in grades 6-12. Practicum required. Same as EDUC 564.
EDUC 467. Teaching Business Education at the Middle and High School Level  
3 Credits (2+2P)  
Integrating content knowledge and pedagogy for the middle and high school teacher in business education. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of business education for students in grades 6-12. Practicum required. Same as EDUC 567.

EDUC 470. Elementary Student Teaching  
9 Credits (9)  
Synthesis of knowledge and skills appropriate to teaching in elementary schools. Graded S/U.

EDUC 471. Secondary Student Teaching  
9 Credits (9)  
Synthesis of knowledge and skills appropriate to teaching in secondary schools. Graded S/U.

EDUC 475. Contemporary Issues in Education  
3 Credits (2+2P)  
Discussion of contemporary issues including: classroom management, motivation, conferences, professional organizations, professional ethics, community influences, cultural pluralism, reform movements, instructional influences, and educational technology. Requires field experience component in a school or community setting. Same as EDUC 575.

EDUC 480. International Student Teaching Seminar  
1 Credit  
Preparation for students planning to teach in an international setting.  
Prerequisite: Must be scheduled one semester before graduation.

EDUC 481. Elementary Student Teaching Seminar  
3 Credits (3)  
Discussion of elementary school issues related to student teaching.  
Taken concurrently with EDUC 470. Graded S/U.

EDUC 482. Middle and High School Student Teaching Seminar  
3 Credits (3)  
Discussion of secondary school issues related to student teaching.  
Taken concurrently with EDUC 471.

EDUC 483. Second Language Acquisition  
3 Credits  
Exploring affective, cultural, linguistic, cognitive factors that influence the second-language-acquisition process with application to classroom practice. Same as EDUC 583.

EDUC 487. Methods of TESOL  
3 Credits  
Effective second language teaching approaches that provide for interactive learning situations, meaningful input language models, varied language use materials, adaptive teacher response strategies, and assessments of student processing needs.

EDUC 489. Topics  
1-3 Credits  
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 3 credits.

EDUC 495. Directed Study Courses in Education  
1-3 Credits  
Each course shall be identified by a qualifying subtitle. Maximum of 3 credits in any one semester and a grand total of 6 credits.

EDUC 501. Special Topics  
1-3 Credits  
Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 504. Adult and Family Literacy in TESOL  
3 Credits  
An exploration of the theoretical, programmatic, and curricular frameworks for English language learners and their families. Focus on the development of culturally responsive and pedagogically sound literacy programs. Same as RDG 504.

EDUC 505. Classroom Management  
3 Credits  
Strategies for managing classroom settings and determining appropriate modification of instructional approaches to meet changing classroom situations.

EDUC 509. Teaching Methods Laboratory  
3 Credits  
Practical application of previously learned content.  
Prerequisite(s): Bachelors degree and admission to the Graduate School and departmental special program.

EDUC 510. Internship/Student Teaching  
6 Credits  
Integrated with EDUC 509. Student is assigned to an elementary or secondary classroom for 14-16 weeks. Elementary or secondary. Graded S/U.  
Prerequisite: EDUC 509.

EDUC 512. Equity Education for Mathematics Teachers  
3 Credits  
This course is designed to increase teacher awareness and ability to address diverse students learning needs leading to success in mathematics. Same as EDUC 615.  
Prerequisites: Have access to teach in a mathematics classroom with a diverse student population.

EDUC 515. Multicultural Education  
3 Credits (2+2P)  
Conceptual manifestations of culture, race, and ethnicity, class, gender, exceptionalities, language and bilingualism within the schooling process. Same as EDUC 315 with differentiated assignments for graduate students.

EDUC 516. Curriculum and Pedagogy I  
3 Credits  
Introduction, reconstruction, and other connections among historical, philosophical, sociocultural, psychological, and theoretical foundations of curriculum and pedagogy and their application to culturally and linguistically diverse teaching and learning settings.

EDUC 518. Technology and Pedagogy  
3 Credits  
Critical analysis, design, and evaluation of computer-based technologies in teaching and learning for diverse communities.

EDUC 519. Research in Curriculum and Pedagogy  
3 Credits  
An introduction to qualitative and quantitative designs for research in curriculum and instruction, with emphasis on action research.
EDUC 520. Action Research Projects  
3 Credits  
Deeper explorations and connections among foundations of curriculum and pedagogy and their application to culturally and linguistically diverse teaching and learning settings through action research projects, approaches to assessment, and agency.  
Prerequisite(s): EDUC 515, 516, 518 & 519.

EDUC 530. Exploration in Education  
3 Credits (2+2P)  
Overview of elementary and secondary schooling. Includes opportunities to gain teaching experience in diverse settings.

EDUC 537. Independent Readings  
1-3 Credits  
Each project will be designated by a qualifying subtitle.

EDUC 550. Methods of Teaching Early Childhood Education  
3 Credits  
Characteristics of the young child, play, guidance, communication, methods, materials, models, issues. Same as EDUC 450 with differentiated assignments for graduate students.

EDUC 551. Methods of Teaching Elementary School Science  
3 Credits (2+2P)  
Methods and materials for teaching elementary school science. Includes components of lessons, planning and teaching lessons in schools, and multimedia. Same as EDUC 451 with differentiated assignments for graduate students.  
Prerequisites: 9 hours of science from biology, chemistry, physics, and earth science with no more than 3 hours from any one department.  
Corequisites: ECED 550, EDUC 552, and RDG 560 (block A course).

EDUC 552. Methods of Teaching Elementary School Mathematics  
3 Credits (2+2P)  
Content, theories of cognition, and instructional approaches for the teaching of mathematics in the elementary grades. Same as EDUC 452 with differentiated assignments for graduate students.  
Prerequisite: MATH 111.  
Corequisites: ECED 550, EDUC 551, and RDG 560 (block A course).

EDUC 553. Methods of Teaching Elementary School Language Arts  
3 Credits (2+2P)  
Implications of language acquisition and development for instructional practices. Focus on student-centered response to literature, writing process, whole language learning, based on socio-psycholinguistic theory and research. Same as EDUC 453 with differentiated assignments for graduate students.  
Corequisites: EDUC 554, EDUC 555, and RDG 561 (block B course).

EDUC 554. Methods of Teaching Elementary School Social Studies  
3 Credits (2+2P)  
Focus on social studies curriculum and instruction including student-centered approaches, active learning, educational technology, nontextual curriculum, integration, multicultural education, authentic assessment, and practical applications. Same as EDUC 454 with differentiated assignments for graduate students.  
Corequisites: EDUC 553, EDUC 555, and RDG 561 (block B course).

EDUC 557. Science and Math Methods: Internship  
3 Credits  
Elementary alternative licensure process course designed to introduce intern licensed teachers to methods of instruction for mathematics and science. University supervision provided simultaneously with EDUC 557. Restricted to CI and HSS non-degree students.

EDUC 558. Social Studies/Language Arts Methods Internship  
3 Credits  
Elementary alternative licensure process course designed to introduce intern licensed teachers to methods of instruction of social studies and language arts. University supervision provided simultaneously with EDUC 558. Restricted to CI and HSS non-degree students.

EDUC 560. Teaching Language Arts at the Middle and High School Level  
3 Credits (2+2P)  
Implications of cognition and language development for appropriate secondary instructional practices. Focus on construction of meaning, student-centered response to literature, writing process, print and oral language development, based on socio-psycholinguistic research and theory. Practicum required. Same as EDUC 460 with differentiated assignments for graduate students. Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 561. Teaching Social Studies at the Middle and High School Level  
3 Credits (2+2P)  
Integrating content knowledge and pedagogy for the middle and high school teacher in social studies. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of social studies for student in grades 6-12. Practicum required. Same as EDUC 461 with differentiated assignments for graduate students. Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 562. Teaching Mathematics at the Middle and High School Level  
3 Credits (2+2P)  
Integrating content knowledge and pedagogy for the middle and high school teacher in mathematics. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of students in 6-12 setting settings for mathematics. Same as 462 with differentiated assignments for graduate students.  
Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 563. Teaching Science at the Middle and High School Level  
3 Credits (2+2P)  
Integrating content knowledge and pedagogy for the middle and high school teacher in science. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance learning of science for student in grades 6-12. Practicum required. Same as EDUC 463 with differentiated assignments for graduate students.  
Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 567. Teaching Business Education at the Middle and High School Level  
3 Credits (2+2P)  
Integrating content knowledge and pedagogy for the middle and high school teacher in business education. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of business education for student in grades 6-12. Practicum required. Same as EDUC 467 with differentiated assignments for graduate students.  
Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 575. Contemporary Issues in Education  
3 Credits (2+2P)  
Discussion of contemporary issues including: classroom management, motivation, conferences, professional organizations, professional ethics, community influences, cultural pluralism, reform movements, instructional influences, and educational technology. The class will require a field experience component in a school or community setting. Taught with EDUC 475 with differentiated assignments for graduate students.
EDUC 576. Qualitative Research
3 Credits
Introduction to qualitative research methodologies from problem formulation to interpretation of results.

EDUC 583. Second Language Acquisition
3 Credits
Exploring affective, cultural, linguistic, cognitive factors that influence the second-language-acquisition process with application to classroom practice. Appropriate for public school and adult educators. Same as EDUC 483.

EDUC 587. Pedagogy of TESOL
3 Credits
Overview of approaches that provide for interactive, culturally responsive pedagogy for students acquiring English. Emphasis on development of ESL literacy. Appropriate for public school and adult educators. Same as RDG 587.

EDUC 590. TESOL Practicum
3 Credits
Classroom applications of ESL literacy development through supervised teaching experiences accompanied by a seminar. Same as RDG 590.

EDUC 595. Directed Study Courses in Education
1-3 Credits
Each course will be identified by a qualifying subtitle. Maximum of 3 credits in any one semester and a total of 6 credits overall.

EDUC 598. Special Research Programs
1-3 Credits
Individual investigations either analytical or experimental. Maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 599. Master's Thesis
15 Credits
Thesis.

EDUC 600. Doctoral Research
1-15 Credits
Research.

EDUC 601. Contemporary Curriculum/Instruction Practices
1-3 Credits
Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 602. Internship in Curriculum and Instruction
3-6 Credits
For those pursuing an advanced graduate degree to meet the requirement for field work. Each course to bear an appropriate subtitle.

EDUC 603. Curriculum for a Diverse Society
3 Credits
Builds upon knowledge of the foundations of curriculum and professional experience in an educational setting. Focus on the role of the curriculum leader in understanding curriculum theory, designing curriculum, and implementing curriculum in various settings.

EDUC 604. Pedagogy of Learning in a Diverse Society
3 Credits
Builds upon knowledge of the foundations of instruction and professional experience in teaching and learning. Focus on diverse theories of instruction with relevant practices in pluralistic settings and multicultural interactions of teaching and learning.

EDUC 605. Independent Study Topics
1-3 Credits
A problem and seminar course for those pursuing an advanced graduate degree. Course subtitled in the Schedule of Classes.

Prerequisite: EDUC 535.

EDUC 606. In-depth Interviewing: A Qualitative Research Method
3 Credits
Use of pilot research project to introduce students to in-depth interviewing techniques.

EDUC 607. Current Research in Educational Practice
3 Credits
A seminar for doctoral and education specialist students emphasizing current research and educational practices. Same as BIL 607, ECED 607, RDG 607, and SPED 607.

EDUC 608. Issues in Multicultural Curriculum and Instruction and Teacher Education
3 Credits
Builds upon multicultural theories and practices of teacher education. Restricted to doctoral-level students of any major.

EDUC 613. Evaluation of Quantitative Research in Education
3 Credits
A doctoral-level exploration of a broad range of quantitative research designs and methodologies for collection and analysis of data as applied to critical review of the literature.

Prerequisite(s): EDUC 519 or the equivalent.

EDUC 623. Curricular Mediation for Democratic Communities
3 Credits
Problematization of the various relationships, roles, and leadership considerations which emerge within educational institutions, their structures, and their culturally democratic practices in the classroom, community, and society. Restricted to doctoral-level students of any major. Same as BIL 623, ECED 623.

EDUC 630. Critical Race Theory & Storytelling in Educational Spaces
3 Credits
An upper-level doctoral course focusing on the philosophical, theoretical, and methodological origins and practices of CRT and the sister frameworks that emerged from CRT, i.e., AsianCrit, BlackCrit, FemCrit, LatCrit, QueerCrit, TribalCrit, and WhiteCrit within educational spaces.

EDUC 633. Praxis and Reflexivity
3 Credits
Same as BIL 633, ECED 633, EDLT 633, RDG 633.

EDUC 634. Research as Praxis
3 Credits
Alternative community-or-school-based research aimed at investigating and transforming educational realities, with the participants for their own benefit. Students will experience the dynamic between research theory and practice in education. Crosslisted with: BIL 634, EDLT 634 and RDG 634. Restricted to: EDUC,C I,C ID majors.

Prerequisite(s): EDUC 576 and 613.

EDUC 635. Critical Theory and Pedagogy
3 Credits
Covers the various schools of thought on pedagogy, the historical and philosophical foundations embedded in these schools, and their impact on educational settings. Restricted to doctoral-level students of any major. Same as BIL 635.
EDUC 637. Social Justice Issues in Education
3 Credits
Covers the systems of oppression located within the constructs of power and hegemony and their impact on schooling. Restricted to doctoral-level students of any major. Same as BIL 637.

EDUC 685. Practicum
2-6 Credits
Provision for field inquiries and experiences designed to prepare the doctoral student for assuming responsibilities in the areas of curriculum and instruction.
Prerequisite: post-master's standing.

EDUC 694. Dissertation Seminar: Qualitative Research Designs
1-6 Credits
Dissertation seminar course for doctoral students utilizing a qualitative research design. Restricted to College of Education students.
Prerequisite: consent of instructor.

EDUC 698. Selected Topics
1-6 Credits
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 6 credits per semester and a total of 6 credits overall.

EDUC 699. Ed.S. Thesis
1-15 Credits
Offered primarily for those pursuing the research requirements for the Ed.S. degree. Course may be repeated up to a maximum allowed for this degree. Each research project will be designated by a qualifying subtitle.

EDUC 700. Doctoral Dissertation
15 Credits
Dissertation.

Name: Crystal Chavez Sambrano
Office Location: O'Donnell Hall 122
Phone: (575) 646-1652
Website: http://education.nmsu.edu/ci/