

COLLEGE OF EDUCATION (COE)
TEACHER CANDIDATE HANDBOOK

Teacher Education Center
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Education Application

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Letter of Intent

Philosophy of Education

Acceptance Letter Sample

Entrance Interview (BA Only)

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Site Request Form

School Placement Letter

NNMC Time Log Sheet

Classroom Disposition Checklist

Field Disposition Checklist

BA/ALP Competency-Based Collection of Artifacts Portfolio (Abbreviated list):

Philosophy of Education (post)

NNMC Lesson Plan

NNMC Lesson Plan Grading Rubric

Goal Setting #1, #2, & #3

School Policies Report

Weekly Planning and Reflection Report

ACT

NMTeach

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Visitation Record

Final Reflection

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Classroom Management Plan

Case Study & Mentor/Principal Survey

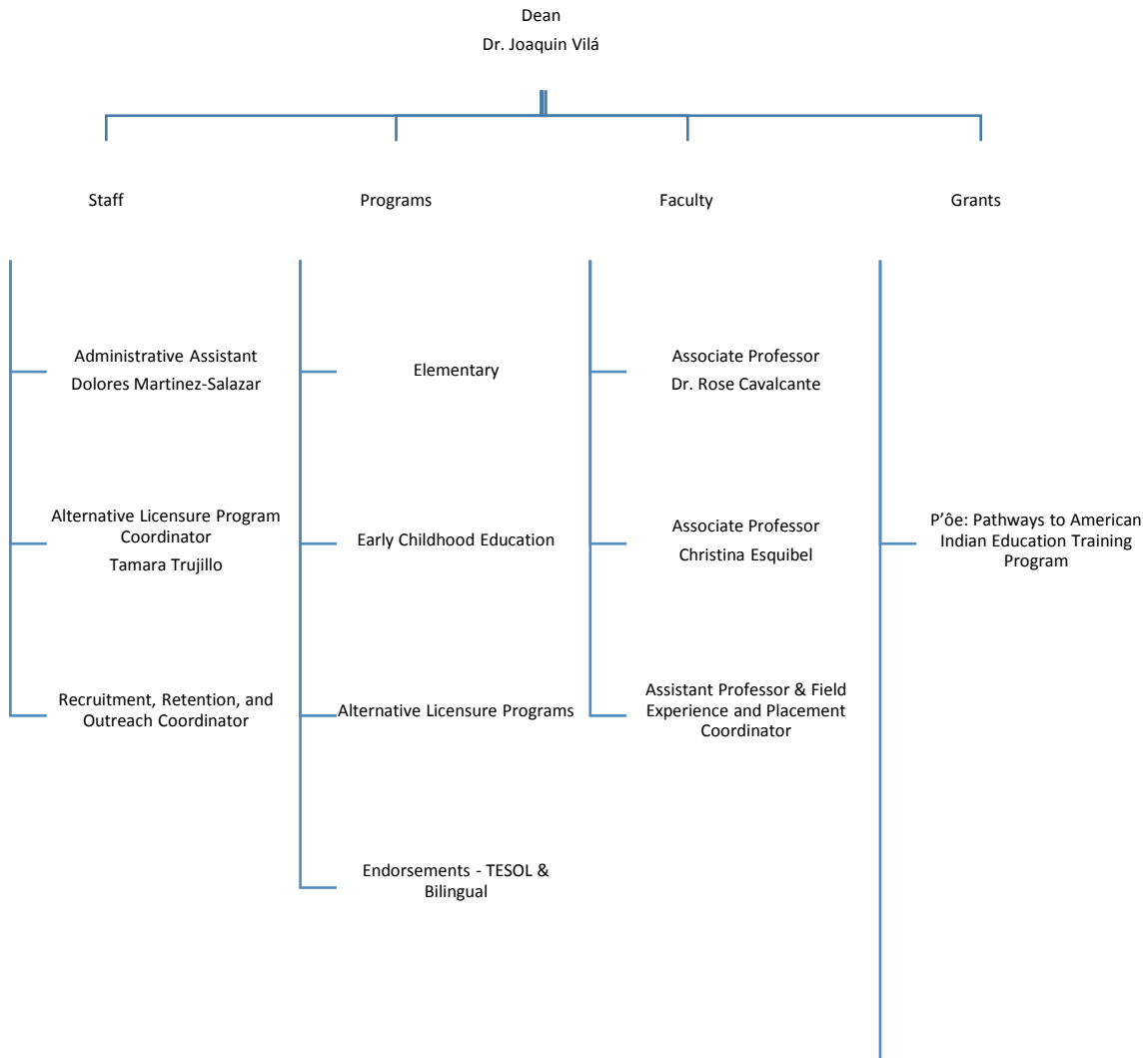
BA:

Interview (Pre-Post)

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I.) Organizational Chart



I. II.) Vision, Mission, Values

Vision

The Northern New Mexico College of Education embraces the college vision of having a culture of quality learning and responsiveness to students. The College of Education extends the vision to include the preparation of high quality and innovative educators that celebrate the uniqueness of northern New Mexico's multicultural and multilingual students and communities, so that the students in northern New Mexico will receive the highest possible transformative education that will support them as they grow to become competent, caring, and contributing members of society.

Mission

Our mission is to prepare the highest quality teachers for northern New Mexico and beyond in partnership with northern New Mexico school districts and communities.

Values

Dispositions:

1. A belief that all students can learn.
2. Adherence to ethical behavior.

We value:

- * Learning by creating the conditions where all students can learn.
- * The uniqueness of our multicultural and multilingual communities by being responsive to their needs, hopes, and dreams.
- * High ethical standards by respecting the ideals of academic honesty, civic responsibility and personal ethics.
- * Sustainable partnerships across the institution, with our public schools and among the pueblos.

III) Degrees Offered with Scope and Sequence

A.) Associate of Arts in Early Childhood Education -

The Early Childhood Education Program at Northern New Mexico College is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The program offers instruction and practical experience in working with young children and their families. Course objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals. The core competencies of the program describe what early childhood professionals should know and be able to do at the conclusion of this program. Upon completion of this program students will be able to demonstrate the entry level Common Core Competencies for early childhood professionals.

- * **The General Education Requirements = 36 credit hours (see NNMC catalog).**
- * **The Early Childhood Education Program Requirements = 29 credit hours, see below.**
- * **Total Credit hours = 65 credit hours.**

Table 1: Early Childhood Education Scope and Sequence of Courses.

<i>Fall</i>		<i>Spring</i>	
ECE 202 <i>Child Growth, Development and Learning</i>	3 cr	ECE 218 <i>Health, Safety, and Nutrition</i>	2 cr
ECE 220 <i>Professionalism</i>	2 cr	ECE 222 <i>Introduction to Language, Literacy, and Reading</i>	3 cr
ECE 225 <i>Curriculum Development-Birth through Age 4</i>	3 cr	ECE 254 <i>Curriculum Development & Implementation Age 3 through Grade 3</i>	3 cr
ECE 226 <i>Family and Community Collaboration</i>	3 cr	ECE 264 <i>Lab-Practicum Age 3 through Grade 3 (Co-req ECE 254)</i>	2 cr
ECE 238 <i>Lab-Practicum Birth through Age 4 (Co-req ECE 225)</i>	2 cr	ECE 285 <i>Guiding Young Children</i>	3 cr
		ECE 295 <i>Assessment of Children and Evaluation of Programs</i>	3 cr
Total Fall	13 cr	Total Spring	16 cr

Associate of Arts in Elementary Education (K-8) -

The program prepares educators to work in diverse educational settings in grades kindergarten through eighth grade. The curriculum is aligned to the New Mexico State's Transfer Module and Northern New Mexico College's General Education Common Core Offerings. It also provides a seamless transition to Northern New Mexico College's Bachelor Degree in Elementary Education.

- * **General Education Requirements = 58 credit hours** (see NNMC catalog).
- * **Associate of Arts in Elementary Education Program Requirements = 7 credit hours.**
- * **Total Credit hours = 65 credit hours.**
- * *Teacher candidates entering the BA Program in Elementary Education (K-8) Program as a Humanities and Social Sciences Major will be required to enroll in HSS 222 in the fall Semester of their final year of the AA Program.*

Table2: Elementary Education Scope and Sequence of Courses.

<i>Fall</i>	<i>cr</i>	<i>Spring</i>	<i>cr</i>
<i>ED 201 Foundations of Education</i>	<i>3 cr</i>	<i>ED 201 Foundations of Education</i>	<i>3 cr</i>
<i>ED 213 Lab I</i>	<i>1 cr</i>	<i>ED 213 Lab I</i>	<i>1 cr</i>
<i>ED 220 Educational Psychology</i>	<i>3 cr</i>	<i>ED 220 Educational Psychology</i>	<i>3 cr</i>
<i>HSS 222 Teaching in Diverse Communities</i>	<i>3 cr</i>		
<i>Total</i>	<i>10 cr</i>	<i>Total</i>	<i>7 cr</i>

B.) Bachelor of Arts in Elementary Education (K-8) -

The B. A. program is designed to support teacher candidates in earning a baccalaureate degree in Elementary Education. Upon successful completion of the B. A. program and passing scores on the required State of New Mexico Teacher Assessments, teacher candidates will be eligible to apply for a teacher license through the New Mexico Public Education Department. This program meets the New Mexico Public Education Department’s (PED) Entry-Level Teacher Competencies and the Interstate New Mexico Teacher Assessment and Support Consortium (INTASC) Standards.

The program prepares teacher candidates to work in diverse educational settings in grades kindergarten through eight. Teacher candidates must choose from one of the following three (3) majors:

Bilingual Education - work effectively in the classroom with diverse bilingual students, and engage collaboratively with colleagues, families and communities for student success.

TESOL (Teaching English to Speakers of Other Languages) - teach English to non-English speakers.

Humanities and Social Sciences - teach Language Arts, Science, and Social Studies in the K-8 setting.

- * **General Education Requirements = 58 credit hours (see NNMCatalog).**
- * **Professional Preparation Requirements = 50 credit hours.**
- * **Major Requirements = 24 credits.**
- * **Teacher Candidates will need to begin taking courses in their major their first semester of enrollment.**

BA in Elementary Education (K-8) Program in order to graduate in 2 years.

Table 1: Bachelor of Arts in Elementary Education (K-8) Scope and Sequence of Courses for candidates beginning their course of study in the fall. Candidates must follow the scope and sequence to graduate in 2 years.			
Fall 1	Spring 1	Fall 2	Spring 2
ED 311/215 (1 cr) Lab II	ED 411 (1 cr) Lab III	ED 450 (3 cr) Pedagogy and Learning (WIC)	ED 479 (12cr) Student Teaching
ED 326/226 (2 cr) Strategies for a Successful Classroom	ED 475 (3 cr) Curriculum Method & Materials for SPED	ED 460 (3 cr) Teaching and Writing Elementary	
ED 313/216(3 cr) Science & Math I	ED 410 (3 cr) Teaching and Diagnosis of Reading	ED 495 (3 cr) Assessment and Evaluation of Student Learning	ED 480 1 cr) Student Teaching Seminar
ED 322/222 (3 cr) Math for Educators I			
Total 9 cr	Total 7 cr	Total 9 cr	Total 13 cr

Table 2: TESOL Major - (24 credits) - Six credits of another language are required.		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
<i>EDTE 403 (3 cr)</i> <i>Foundations of BIL/ESL Multicultural ED</i>	<i>EDTE 406 (3 cr)</i> <i>Methods of Teaching BIL/ESL</i>	<i>EDTE 406 (3 cr)</i> <i>Methods of Teaching BIL/ESL</i>
<i>EDTE 408 (3 cr)</i> <i>Approaches to Teaching English Writing Skills to ESL/Bil</i>	<i>EDTE 416 (3 cr)</i> <i>Second Language Acquisition</i>	<i>EDTE 412 (3 cr)</i> <i>Formal/Informal Assessment</i>
<i>EDTE 414 (3 cr)</i> <i>Introduction to Linguistics</i>		
<i>Language elective (3 cr)</i>	<i>Language elective (3 cr)</i>	
<i>Total 12 cr</i>	<i>Total 9 cr</i>	<i>Total 3 or 6 cr</i>

Table 3: Bilingual Major - (24 credits) - Six credits of Spanish are a prerequisite.		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
<i>EDBE 403 (3 cr)</i> <i>Foundations of BIL/ESL Multicultural ED</i>	<i>EDBE 406 (3 cr)</i> <i>Methods of Teaching BIL/ESL</i>	<i>EDBE 406 (3 cr)</i> <i>Methods of Teaching BIL/ESL</i>
<i>EDBE 305 (3 cr)</i> <i>Spanish Literacy for Bilingual Education</i>	<i>EDBE 416 (3 cr)</i> <i>Second Language Acquisition</i>	<i>EDBE 412 (3 cr)</i> <i>Formal/Informal Assessment</i>
<i>EDBE 306 (3 cr)</i> <i>Spanish for the Bilingual Classroom</i>	<i>EDBE 481 (3 cr)</i> <i>Linguistics and Phonetics for the Bilingual Teacher</i>	
	<i>EDBE 482 (3 cr)</i> <i>Spanish Language and Folklore of NM for the Bilingual Teacher</i>	
<i>Total 9 cr</i>	<i>Total 9 or 12 cr</i>	<i>Total 3 or 6 cr</i>

Table 4: Humanities and Social Sciences Major - (24 credits).			
<i>Fall</i>	<i>cr</i>	<i>Spring</i>	<i>cr</i>
<i>HSS 320</i> <i>Genesis of Mathematics and Science</i>	<i>4 cr</i>	<i>HSS 311</i> <i>Readings in Social Sciences</i>	<i>4 cr</i>
<i>HSS 414</i> <i>Humanity and Creativity</i>	<i>4 cr</i>	<i>HSS 421</i> <i>History, Literature, Art, and Philosophy</i>	<i>4 cr</i>
<i>Fall I - HSS 222</i> <i>Teaching in Diverse Communities</i>	<i>3 cr</i>	<i>Spring I - HSS 310</i> <i>Perspectives on New Mexico History and Culture</i>	<i>4 cr</i>
<i>HSS 410</i> <i>Senior Seminar: Teaching the Humanities</i>	<i>1 cr</i>	<i>HSS 410</i> <i>Senior Seminar: Teaching the Humanities</i>	<i>1 cr</i>
<i>Total</i>	<i>9-12 cr</i>	<i>Total</i>	<i>12 cr</i>

Table 1: Bachelor of Arts in Elementary Education (K-8) Scope and Sequence of Courses for candidates beginning their course of study in the spring. Candidates must follow the scope and sequence to graduate in 2 years.		
<i>Spring 1</i>	<i>Fall 1</i>	<i>Spring 2</i>
<i>ED 410 (3 cr)</i> <i>Teaching and Diagnosis of Reading</i>	<i>ED 311/215 (1 cr)</i> <i>Lab II</i>	<i>ED 495 (3 cr)</i> <i>Assessment and Evaluation of Student Learning</i>
	<i>ED 313/216(3 cr)</i> <i>Science & Math I</i>	
<i>ED 411 (1 cr)</i> <i>Lab III</i>	<i>ED 322/222 (3 cr)</i> <i>Math for Educators I</i>	
<i>ED 450 (3 cr)</i> <i>Pedagogy and Learning (WIC)</i>	<i>ED 326/226 (2 cr)</i> <i>Strategies for a Successful Classroom</i>	<i>ED 479 (9 cr)</i> <i>Student Teaching</i>
<i>ED 475 (3 cr)</i> <i>Curriculum Method & Materials for SPED</i>	<i>ED 460 (3 cr)</i> <i>Teaching and Writing Elementary</i>	<i>ED 480 (1 cr)</i> <i>Student Teaching Seminar</i>
Total 4cr	Total 12 cr	Total 13 cr
Table 2: TESOL Major - (24 credits) - Six credits of a language elective are required. Some courses offered by the Humanities Department & by the College of Education.		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
<i>EDTE 403 (3 cr)</i> <i>Foundations of BIL/ESL Multicultural ED</i>	<i>EDTE 406 (3 cr)</i> <i>Methods of Teaching BIL/ESL</i>	<i>EDTE 406 (3 cr)</i> <i>Methods of Teaching BIL/ESL</i>
<i>EDTE 408 (3 cr)</i> <i>Approaches to Teaching English Writing Skills to ESL/BIL</i>	<i>EDTE 416 (3 cr)</i> <i>Second Language Acquisition</i>	<i>EDTE 412 (3 cr)</i> <i>Formal/Informal Assessment</i>
<i>EDTE 414 (3 cr)</i> <i>Introduction to Linguistics</i>		
<i>Language elective (3cr)</i>	<i>Language elective (3cr)</i>	
Total 12 cr	Total 9 cr	Total 3 or 6 cr
Table 3: Bilingual Major - (24 credits) - Six credits of Spanish are a prerequisite.		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
<i>EDBE 403 (3 cr)</i> <i>Foundations of BIL/ESL Multicultural ED</i>	<i>EDBE 406 (3 cr)</i> <i>Methods of Teaching BIL/ESL</i>	<i>EDBE 406 (3 cr)</i> <i>Methods of Teaching BIL/ESL</i>
<i>EDBE 305 (3 cr)</i> <i>Spanish Literacy for Bilingual Education</i>	<i>EDBE 416 (3 cr)</i> <i>Second Language Acquisition</i>	<i>EDBE 412 (3cr)</i> <i>Formal/Informal Assessment</i>
<i>EDBE 306 (3 cr)</i> <i>Spanish for the Bilingual Classroom</i>	<i>EDBE 481 (3 cr)</i> <i>Linguistics and Phonetics for the Bilingual Teacher</i>	
	<i>EDBE 482 (3 cr)</i> <i>Spanish Language and Folklore of NM for the Bilingual Teacher</i>	
Total 9 cr	Total 9 or 12 cr	Total 3 or 6 cr

Table 4: Humanities and Social Sciences Major - (24 credits).

<i>Fall</i>	<i>cr</i>	<i>Spring</i>	<i>cr</i>
<i>HSS 320 - Genesis of Mathematics and Science</i>	<i>4 cr</i>	<i>HSS 311 Readings in Social Sciences</i>	<i>4 cr</i>
<i>HSS 414 - Humanity and Creativity</i>	<i>4 cr</i>	<i>HSS 421 History, Literature, Art, and Philosophy</i>	<i>4 cr</i>
<i>HSS 410 - Senior Seminar: Teaching the Humanities</i>	<i>1 cr</i>	<i>HSS 410 Senior Seminar: Teaching the Humanities</i>	<i>1 cr</i>
<i>Fall I HSS 222 - Teaching in Diverse Communities</i>	<i>3 cr</i>	<i>Spring I HSS 310 - Perspectives on New Mexico History and Culture</i>	<i>4 cr</i>
<i>Total</i>	<i>9-12 cr</i>	<i>Total</i>	<i>12-13 cr</i>

IV) Post Baccalaureate Certificates & Endorsements with Scope and Sequence
A.) ALTERNATIVE LICENSURE PROGRAMS in ELEMENTARY EDUCATION (K-8), SECONDARY EDUCATION (7-12) or SPECIAL EDUCATION (K-12) -

The College of Education is accredited by the New Mexico Public Education Department. These programs of study lead to teacher licensure for individuals who already hold a degree (bachelor’s, master’s, or doctorate) from a regionally accredited college or university. Teacher candidates can choose from one of the following courses of study:

Elementary Education—work in diverse educational settings in grades kindergarten through eight.

Secondary Education—work in diverse educational settings in grades seven through twelve.

Special Education—work with students with special needs and acquire strategies that are effective for all learners.

Table 10: Alternative Licensure Program in Elementary Education (K-8) – 20 total credit hours

<i>Fall</i>	<i>cr</i>	<i>Spring</i>	<i>cr</i>
<i>ED 401 Foundations of Education</i>	<i>3 cr</i>	<i>ED 401 Foundations of Education</i>	<i>3 cr</i>
<i>ED 452 Pedagogy and Human Learning</i>	<i>3 cr</i>	<i>ED 452 Pedagogy and Human Learning</i>	<i>3 cr</i>
<i>ED 464 Teaching Reading and Writing, Elementary</i>	<i>3 cr</i>	<i>ED 412 Teaching and Diagnosis of Reading, Elementary</i>	<i>3 cr</i>
<i>ED 495 Assessment and Evaluation of Student Learning</i>	<i>3 cr</i>	<i>ED 493 The Integrated Elementary Classroom</i>	<i>2 cr</i>
<i>ED 496 Supervised Field Experience (Elem/Sec)</i>	<i>1 cr</i>	<i>ED 496 Supervised Field Experience (Elem/Sec)</i>	<i>1 cr</i>
<i>ED 496L Supervised Field Experience Lab (Elem/Sec)</i>	<i>2 cr</i>	<i>ED 496L Supervised Field Experience Lab (Elem/Sec)</i>	<i>2 cr</i>

Table 11: Alternative Licensure Program in Secondary Education (7-12) – 18 total credit hours

<i>Fall</i>	<i>cr</i>	<i>Spring</i>	<i>cr</i>
<i>ED 401</i> <i>Foundations of Education</i>	<i>3 cr</i>	<i>ED 401</i> <i>Foundations of Education</i>	<i>3 cr</i>
<i>ED 452</i> <i>Pedagogy and Human Learning</i>	<i>3 cr</i>	<i>ED 452</i> <i>Pedagogy and Human Learning</i>	<i>3 cr</i>
<i>ED 462</i> <i>Reading and Writing Across the Curriculum (Sec)</i>	<i>3 cr</i>	<i>ED 474</i> <i>Methods and Materials in Secondary Education</i>	<i>3 cr</i>
<i>ED 495</i> <i>Assessment and Evaluation of Student Learning</i>	<i>3 cr</i>	<i>ED 496</i> <i>Supervised Field Experience (Elem/Sec)</i>	<i>1 cr</i>
<i>ED 496</i> <i>Supervised Field Experience (Elem/Sec)</i>	<i>1 cr</i>		
<i>ED 496L</i> <i>Supervised Field Experience Lab (Elem/Sec)</i>	<i>2 cr</i>	<i>ED 496L</i> <i>Supervised Field Experience Lab (Elem/Sec)</i>	<i>2 cr</i>

Table 8: Alternative Licensure Program in Special Education (K-12) – 20 total credit hours

<i>Fall</i>	<i>cr</i>	<i>Spring</i>	<i>cr</i>
<i>SPED 401</i> <i>Foundations of Special Education</i>	<i>3 cr</i>	<i>SPED 475</i> <i>Curriculum Methods and Materials for Special Learners</i>	<i>3 cr</i>
<i>SPED 465</i> <i>Reading for Special Learners</i>	<i>3 cr</i>		
<i>SPED 497</i> <i>Supervised Field Experience</i>	<i>1 cr</i>	<i>SPED 485</i> <i>Teaching Reading in Special Education</i>	<i>3 cr</i>
<i>SPED 497L</i> <i>Supervised Field Experience Lab</i>	<i>3 cr</i>	<i>SPED 497</i> <i>Supervised Field Experience</i>	<i>1 cr</i>
<i>SPED 455</i> <i>The Special Education Program: IEP's and Assessments</i>		<i>SPED 497L</i> <i>Supervised Field Experience Lab</i>	<i>3 cr</i>

Table 9: TESOL Bilingual Endorsement Course Paradigm - 24 total credit hours
Six credits of a language elective are required.

<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EDTE 403 (3cr) <i>Foundations of BIL/ESL Multicultural ED</i>	EDTE 406 (3cr) <i>Methods of Teaching BIL/ESL</i>	EDTE 406 (3cr) <i>Methods of Teaching BIL/ESL</i>
EDTE 408 (3cr) <i>Approaches to Teaching English Writing Skills to ESL/Bil</i>	EDTE 416 (3cr) <i>Second Language Acquisition</i>	EDTE 412 (3 cr) <i>Formal/Informal Assessment</i>
EDTE 414 (3cr) <i>Introduction to Linguistics</i>		
Language elective (3cr)	Language elective (3cr)	
Total 12 cr	Total 9 cr	Total 3 or 6 cr

Table 10: Bilingual Endorsement Course Paradigm - 24 total credit hours
Six credits of Spanish are a prerequisite.

<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
EDBE 403 (3cr) <i>Foundations of BIL/ESL Multicultural ED</i>	EDBE 406 (3cr) <i>Methods of Teaching BIL/ESL</i>	EDBE 406 (3cr) <i>Methods of Teaching BIL/ESL</i>
EDBE 305 (3cr) <i>Spanish Literacy for Bilingual Education</i>	EDBE 416 (3cr) <i>Second Language Acquisition</i>	EDBE 412 (3) <i>Formal/Informal Assessment</i>
EDBE 306 (3cr) <i>Spanish for the Bilingual Classroom</i>	EDBE 481 (3cr) <i>Linguistics and Phonetics for the Bilingual Teacher</i>	
	EDBE 482 (3cr) <i>Spanish Language and Folklore of NM for the Bilingual Teacher</i>	
Total 9 cr	Total 9 or 12 cr	Total 3 or 6 cr

Table 11: Reading Endorsement Course Paradigm - 25 total credit hours

V) Admission Policies

A) Associate Degrees - Admission to the Associate of Arts in Early Childhood Education or the Associate of Arts in Elementary Education (K-8)

1. COE Advisement

Phone or email to schedule an appointment to obtain advisement by a College of Education Advisor, 505-747-5431, Teacher Education Center (Room 201), www.COE@nnmc.edu.

2. NNMC Admission

Obtain or retain current admission status with Northern New Mexico College Admissions Office. Teacher Candidates may apply or reapply online www.nnmc.edu or apply in person by filling out a hard copy application in the Admissions Office. Students' official college transcripts must be provided to the Office of Admissions.

3. Program Application

Submit and have on file with the College of Education, a program application with current information. This application can be found in the appendices of this handbook or at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.

4. Program Assurance Form

Understand and sign a College of Education Assurance Form. This form can be found in the appendices of this handbook or at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.

5. Declaration of Major

Declare a major with the NNMC Registrar's office. Teacher candidates may choose either an AA in Early Childhood Education or Elementary Education. A change of major form can be found at the NNMC Registrar Office, 505-747-2138 or online at www.nnmc.edu

6. Favorable Background Check

Provide the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431. A Background/Fingerprinting handout can be found in the appendices of this handbook. Additional information can be found at the cogent website www.cogentid.com.

7. Registration

Register for an education course or courses the semester you have been admitted and acceptance into a program.

8. Scope and Sequence

Follow the selected program's scope and sequence in order to complete the program within the projected time frame; a two year time frame. If you choose not to follow the two year scope and sequence, it is not guaranteed that you will graduate in two years.

B) Bachelor of Arts in Elementary Education (K-8)

1. COE Advisement

Phone or email to schedule an appointment to obtain advisement by a College of Education Advisor, 505-747-5431, Teacher Education Center (Room 201), www.COE@nmmc.edu.

2. NNMC Admission

Obtain or retain current admission status with Northern New Mexico College Admissions Office. Teacher Candidates may apply or reapply online www.nnmc.edu or apply in person by filling out a hard copy application in the Admissions Office. Students' official college transcripts must be provided to the Office of Admissions.

3. Grade Point Average

Have a cumulative grade point average of at least 2.5 and complete 65 credits of coursework toward an Associate of Arts in Elementary Education, 58 of which are the College's General Education Common Core, 7 credits of which are applied towards an AA in Elementary Education (see current NNMC catalog for details).

4. Evidence of Passing Initial State of New Mexico Assessment

Earn a passing score on the entry level State of New Mexico teacher assessment. This assessment should be completed with success in students' last semester in the AA in Elementary Education course work. Students' must provide official results to the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431. A Background/Fingerprinting handout is provided in the appendices of this handbook.

5. Favorable Background Check

Provide the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431. A Background/Fingerprinting handout can be found in the appendices of this handbook. Additional information can be found at the cogent website www.cogentid.com.

6. Complete a Bachelor of Arts in Elementary Education Application Packet

Provide the College of Education a complete program application with current information. This application can be found in the appendices of this handbook, on the College of Education Web Page found at www.nnmc.edu web site, or it can be picked up at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.

The application packet includes:

- 6.1 **Letter of Intent:** a one page typed letter stating a) reasons for wanting to become a teacher, b) experience, and c.) personal strengths. The application and rubric provided in the appendices of this hand book, on the College of Education Web Page www.nnmc.edu, or it can be picked up at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.
- 6.2 **Personal Philosophy of Education Statement:** a one-page statement that describing personal beliefs about a) education, b) learning, c) working with students. The application and rubric provided in the appendices of this hand book, on the College of Education Web Page www.nnmc.edu, or it can be picked up at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.
- 6.3 **Signed a College of Education Assurance Form.** This form can be found in the appendices of this handbook, on the College of Education Web Page www.nnmc.edu, or at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.
- 6.4 **Unofficial transcripts** must be submitted to the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.
- 6.5 **Evidence of a favorable background check.** The report must be provided to the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431. A Background/Fingerprinting handout can be found in the appendices of this handbook. Additional information can be found at the cogent website www.cogentid.com.
- 6.6 Proof of a passing score on the initial and required State of New Mexico teacher assessment. (Note: the assessment structure will be changing in the future.) Please refer to the Public Education Department for more information, www.ped.state.nm.us.

Completed application materials will be reviewed by the College of Education and teacher candidates will be advised accordingly.

7. BA Entrance Interview (Junior status)

After all application materials have been received and prior to acceptance into the BA Program, potential teacher candidates will be interviewed by the College of Education Interview Committee.

8. Transfer Students

- 8.1 Teacher candidates transferring from other institutions must have been granted admission in regular status (i.e., all transcripts have been received) prior to applying to the BA Program.
- 8.2 Transfer Credits - up to 12 credits of professional preparation coursework will be considered on a case-by-case basis.

8.3 Only those credits earned within 5 years of acceptance into the educational program will be considered for transfer.

9. Course Substitution

- 9.1 Undergraduate teacher candidates students seeking to enroll in an isolated course to fulfill requirements of another institutions' degree must have passed the New Mexico Public Education Department's initial assessment for teacher licensure (i.e. NMTA Basic skills Assessment).
- 9.2 Teacher candidates must fulfill pre-requisite or equivalent coursework before they will be approved to enroll in upper division education courses.

10. Registration

Teacher candidates may register for a course or courses the semester you have been admitted and accepted into the program.

11. Scope and Sequence of Courses

The program scope and sequence must be followed in order to complete the program within a two year time frame. If teacher candidates choose not to follow the two year scope and sequence, we cannot guarantee that you will graduate in two years.

12. State of New Mexico Teacher Assessments (NMTA)

Teacher Candidates must provide proof of passing required State of New Mexico teacher assessments before enrolling in ED 479 Student Teaching.

13. Assessment of Candidate Learning in order to remain in good standing in the program or complete it.

- 13.1 Teacher candidates must maintain a 2.5 GPA to remain in good standing in the program.
- 13.2 Provide proof of passing all required State of New Mexico teacher assessments to the College of Education.
- 13.3 Complete an entry-level teacher, competency-based collection of artifacts as part of the capstone/final project.
- 13.4 Complete field lab experiences, student teaching observations and self-assessment requirements.
- 13.5 Courses in which the teacher candidates earn a grade of C- and/or below do not count towards graduation or certification and do not meet criteria for satisfying prerequisites.
- 13.6 Teacher candidates that require field experience must submit a dispositions checklist on the teacher candidate completed by the mentor teacher.

C) Certificates: Alternative Licensure Programs in - Elementary Education (K-8), Secondary Education (7-12), and Special Education (K-12)

Admission to the Alternative Licensure Programs

1. Advisement

Phone or email to schedule an appointment to obtain advisement by a College of Education Advisor, 505-747-5431, Teacher Education Center (Room 201), www.COE@nmmc.edu.

2. Admission

Obtain or retain current admission status with Northern New Mexico College Admissions Office. Teacher Candidates may apply or reapply online www.nmmc.edu or apply in person by filling out a hard copy application in the Admissions Office. On the official NNMC Admission Application, teacher candidates must declare ALP Certificate Seeking on their admission application and choose from the one following programs: (ALP Elementary K-8, ALP Secondary 7-12, ALP Special Education K-12). Students' official college transcripts must be provided to the Office of Admissions.

3. ALP Program Application Packet

Teacher candidates should provide a complete application packet to the College of Education Administrative Office, Teacher Education Center (Room 201 or Room 205), 505-747-5431.

The application packet includes:

- 3.1 **Program application** with current information. This application can be found in the appendices of this handbook, on the College of Education Web Page found at www.nmmc.edu, or it can be picked up at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.
- 3.2 **Letter of Intent:** a one page typed letter stating a) your reasons for wanting to become a teacher, b) experience, and c.) personal strengths. The application and rubric will be provided in the appendices of this hand book, found at www.nmmc.edu, or it can be picked up at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.
- 3.3 **Personal Philosophy of Education Statement:** a one-page statement that describes your beliefs about a) education, b) learning, c) working with students. The application and rubric will be provided in the appendices of this hand book, on the College of Education Web Page found at www.nmmc.edu, or it can be picked up at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.
- 3.4 **Signed College of Education Assurance Form:** This form can be found in the appendices of this handbook, on the College of Education Web Page found at www.nmmc.edu, or it can be picked up at the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.

3.5 Unofficial copies of your transcripts to the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431.

3.6 Two (2) letters of recommendation.

3.7 Evidence of a favorable background check. The report must be provided to the College of Education Administrative Office, Teacher Education Center (Room 201), 505-747-5431. A background/fingerprinting handout can be found in the appendices of this handbook. Additional information can be found on the cogent website.

Completed application materials will be reviewed by the College of Education and teacher candidates will be advised accordingly.

4. Transfer Students

- 4.1 Teacher candidates transferring from other institutions must have been granted admission in regular status (i.e., all transcripts have been received) prior to applying to the ALP Program.
- 4.2 Transfer Credits up to 6 credits of professional preparation coursework will be considered if they have been earned within 5 years of acceptance into the educational program.

5. State of New Mexico Teacher Assessments (NMTA)

Teacher Candidates must provide proof of passing or registering for the required State of New Mexico teacher assessments before enrolling in the capstone courses: ED 496/ED 496L or SPED 497/SPED 497L.

6. Assessment of Candidate Learning

- 6.1 Teacher candidates must maintain at least a 3.0 GPA to remain in good standing in the program. Candidates must earn a B or better for all courses.
- 6.2 Provide proof of passing required State of New Mexico Teacher Assessments.
- 6.3 Complete an entry-level teacher, competency-based collection of artifacts as part of the capstone/final project.
- 6.4 Complete field lab experience, student teaching observations and self-assessment requirements.
- 6.5 Courses in which the teacher candidates earn a grade of C- and/or below do not count towards graduation or certification and do not meet criteria for satisfying prerequisites.
- 6.6 Teacher candidates enrolled in courses that require field experience must submit a dispositions checklist on the teacher completed by the mentor teachers

7. Registration

Register for an Alternative Licensure Program course or courses the semester of admission and acceptance into the program.

8. Scope and sequence

The program scope and sequence must be followed in order to complete the program within a two year time frame. If the teacher candidate chooses not to follow the two year scope and sequence, it is not guaranteed that you will graduate in two years.

D.) Endorsements: Teaching English as a Second or Other Language (TESOL) and Bilingual Education

Step 1: Advisement

Call, come in, or email to schedule an appointment to obtain advisement by a College of Education Advisor. See contact details above. Our offices are located upstairs in the Teacher Education Center (Room 210), Espanola campus.

Step 2: Admission

Obtain or retain current admission status with Northern New Mexico College. Students can obtain admission through Northern New Mexico College of Admissions. Students may apply or reapply online at the www.nnmc.edu or obtain a hardcopy application from the Admissions Office. All official college transcripts must be provided to the Office of Admissions.

Step 3: Registration

Register for TESOL/ Bilingual course or courses the semester of admission and acceptance into the program. Do this through the departmental personnel listed above or by logging on to **MyNNMC**. **If you need help, call 505-747-2251**

Step 4: Scope and Sequence of Courses

Follow the program scope and sequence in order to complete the program within a timely framework.

Step 5: Graduation

Complete the necessary coursework through Northern New Mexico College. If seeking a Bilingual Ed endorsements, take and pass La Prueba. If seeking a TESOL endorsement, take and pass CKA TESOL/ national equivalent exam. Take your academic transcripts, together with the results of qualifying exams, to NM PED to receive endorsement.

II. VI) Field Lab Experiences, Student Teaching, and Placement

Introduction

The College of Education at Northern New Mexico College offers professional core courses towards teacher licensure. Lab courses require field lab experiences with various partnering school sites to ensure diversity. These courses are strategically identified to provide teacher candidates the opportunity to learn in interactive professional communities. These learning experiences connect the theoretical component of education and to the practical aspect of teaching and learning. Field lab experiences begin once the teacher candidate enrolls in the College of Education (COE) courses.

Field lab activities range from general to structured observations and apply to theoretical coursework and are grounded in clinical practices. All field lab experiences are coordinated, supervised, and assessed in relationship to a classroom setting under the supervision of a mentor teacher and a college supervisor.

This handbook outlines the field lab requirements and policies for the College of Education. The provisions of this handbook are not to be regarded as an irrevocable contract between the teacher candidate and the College of Education. While every effort is made to ensure the accuracy of the information available in this handbook, the

College of Education reserves the right to make approved changes and will make every effort to notify teacher candidates of changes.

The following shall serve as standards for the licensing of all teacher education programs in New Mexico and reflect the knowledge, skills, and dispositions required of beginning teachers:

Northern New Mexico's Conceptual Framework:

*see Entry level Competencies Areas A - K for further details regarding the Principles

The College of Education has developed the conceptual framework that incorporates the entry level competencies to prepare teacher candidates

NNMC COE Knowledge Principle 1 *Curriculum*: the teacher candidate demonstrates knowledge of the content area and approved curriculum.

INTASC Standard One: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students

NNMC COE Knowledge Principle 2 *Instruction*: The teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.

INTASC Standard Four: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

NNMC COE Knowledge Principle 3 *Teaching*: The teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

INTASC Standard Six: The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

NNMC COE Knowledge Principle 4 *Learning*: The teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

INTASC Standard Two: Student Learning. The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

NNMC COE Knowledge Principle 5 *Assessment*: The teacher candidate effectively utilizes student assessment techniques and procedures.

INTASC Standard Eight: Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

NNMC COE Knowledge Principle 6 *Professionalism*: The teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

INTASC Standard Five: Learning Environment. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

NNMC COE Knowledge Principle 7 *Diversity*: The teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

INTASC Standard Three: Diverse Learners. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

NNMC COE Knowledge Principle 8 *Professionalism*: The teacher candidate demonstrates a willingness to examine and implement change as appropriate.

INTASC Standard Nine: Reflection and Professional Development. The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

NNMC COE Knowledge Principle 9 *Collaboration*: The teacher candidate works productively with colleagues, parents and community.

INTASC Standard Ten: Collaboration, Ethics and Relationships. A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being.

NNMC Conceptual Framework: Skills

The College of Education at Northern New Mexico College is committed to developing the following abilities in teacher candidates:

NNMC COE Skill 1 *Utilization of technology-based tools to support student learning*: Skills in designing learning environments supported by technology, implementing curriculum plans that include applying technology to maximize student learning, and applying technology to facilitate assessment and evaluation strategies.

NNMC COE Skill 2 *Utilization of Planning and Assessment tools*: Skills in designing, implementing and adjusting lesson, unit, and integrated plans to develop effective learning experiences. Skills in designing and implementing multiple assessment instruments.

INTASC Standard Seven: Planning Instruction. The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

NNMC Conceptual Framework: Dispositions

We strive to help our candidates develop the following dispositions:

NNMC COE Disposition 1 *A belief that all students can learn:* Teacher Candidates learn child and adolescent development and educational psychology to ensure their understanding that all students can learn. Teacher Candidates learn sensitivity to community and cultural norms while learning to work collaboratively with students, colleagues, parents and the community to ensure success for all students.

NNMC COE Disposition 2 *Ethical behavior:* Teacher Candidates will accept responsibility for adhering to the high ethical standards inherent in teaching and necessary for earning the respect of students, colleagues, parents, and community members. Ethical behavior is defined in the New Mexico Code of Ethics.

Resources:

New Mexico Public Education Department

New Mexico Content Standards with Benchmarks and Performance Standards

<http://www.ped.state.nm.us/standards/>

New Mexico, 44 other states, and the District of Columbia have adopted the Common Core State Standards (CCSS). The CCSS are a set of high quality-standards in mathematics and English language arts (ELA). The CCSS also include reading and writing standards for social studies, science, and technical subjects. The New Mexico CCSS may be accessed through the Public Education Department (PED)

<http://newmexicocommoncore.org/>

Degree Programs:

Associate of Arts

Early Childhood Education

Elementary Education

Bachelor of Arts

Elementary Education

Alternative Licensure Program

Elementary Education

Secondary Education

The Following tables illustrate courses for which a field lab experience is required:

Bachelor of Arts

Elementary Education

1. Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs) All 300+ level courses require formal admittance into the BA Program	Course Hours
ED 213	Lab I	ED 201, Foundations of Education	37.5
ED 311/ 215	Lab II	ED 201, ED 326/226, Successful Classroom Strategies	37.5
ED 411	Lab III	ED 201, ED 410, Teaching and Diagnosis of Reading	37.5
ED 313/ 216	Science and Math I	ED 201, and Math 130	10
ED 479 ED 480	Student Teaching Seminar Student Teaching Lab	ED 201, ED 480, Student Teaching Seminar and Lab	16 Weeks

*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

Associate of Arts Early Childhood Education Program

1. Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)	Course Hours
ECE 238	Lab Practicum: Birth to age 4 (Spring)	ECE 225	75
ECE 264	Lab Practicum: Age 3 to grade 3 (Fall)	ECE 254	75

*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

Alternative Licensure Program (ALP) Elementary Education

1. Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)	Course Hours
ED 401	Foundations of Education	Acceptance to ALP Program	10
ED 412	Teaching and Diagnosis of Reading	Acceptance to ALP Program	10
ED 492	Assessment and Evaluation of Student Learning	Acceptance to ALP Program	10
ED 493	The Integrated Elementary Classroom	Acceptance to ALP Program	10
ED 496 ED 496L	Seminar Supervised Field Lab Experience	Acceptance to ALP Program, Completion of all ALP Courses	100 (75 clock hours + 25 Assessment and Accountability Framework hours)

*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

Secondary Education

2. Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)	Course Hours
ED 401	Foundations of Education	Acceptance to ALP Program	10
ED 462	Secondary Reading and Writing across the Curriculum	Acceptance to ALP Program	10
ED 474	Methods and Materials in Secondary Education	Acceptance to ALP Program	10
ED 492	Assessment and Evaluation of Student Learning	Acceptance to ALP Program	10
ED 496 ED 496L	Seminar Supervised Field Lab Experience	Acceptance to ALP Program, Completion of all ALP Courses	100 (75 clock hours + 25 Assessment and Accountability Framework hours)

*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for

that assigned course.

Special Education

1. Overview of Field Lab Experience Courses

Course Number	Course Title	Requirements (Pre or Co-reqs)	Course Hours
SPED 401	Foundations of Education	Acceptance to ALP Program	10
SPED 465	Reading for Special Learners	Acceptance to ALP Program	10
SPED 480	Curriculum Methods & Materials for Special Education	Acceptance to ALP Program	10
SPED 485	Teaching Reading in Special Education	Acceptance to ALP Program	10
SPED 497 SPED 497L	Supervised Field Lab Experience	Acceptance to ALP Program, Completion of all ALP Courses	100 (75 clock hours + 25 Assessment and Accountability Framework hours)

*All field lab experiences must be completed during the course for which that lab experience is required. *Field lab experience Log Sheets* and *Disposition Checklist* form(s) must be submitted to the Instructor of Record for that assigned course.

College of Education Policy and Procedures

Orientation and Identification

1. Field Lab Experiences (AA, ECE, BA, and ALP)

- 1.1. All entering teacher candidates will receive pertinent information regarding the completion of the requirements pertaining to field lab experiences for courses. The orientation will take place during the class for the course in which student is conducting the field lab experience and will be scheduled by the instructor in coordination with the Field Placement Coordinator. If student fails to be present for class at the time of the orientation, he/she needs to arrange for a meeting with the Field Placement Coordinator. Failure to attend the required orientation or make necessary arrangements may delay or cancel field lab experience. Additionally, instructors will embed field lab experiences within the course of study and delaying or failing to complete any such experiences may negatively impact the course grade. Additionally, instructors will embed field lab experiences within the course of study, which may include placement within specific areas of study and delaying or failing to complete any such experiences

- may negatively impact the course grade.
- 1.2. A *Site-Request Form* must be completed during the orientation for courses with field lab experiences.
 - 1.3. Background checks must be initiated promptly. Failure to complete a background check via the 3M Cogent system (<http://ped.state.nm.us/ped/LicFingerprinting.html>), may result in a delay with field lab experiences.
 - 1.4. All NNMC students must wear proper student identification tags while visiting schools during any field lab experience.
 - 1.5. All NNMC students must sign-in and sign-out during each field lab experience visit. Students will check with each school for instructions regarding sign-in and sign-out procedures.
 - 1.6. The teacher candidate and the mentor teacher are to review and adhere to the school's safety and emergency procedures at the beginning of the placement as well as periodically and throughout their student teaching and any other field lab experience.
 - 1.7. All field lab experiences must be completed during the course for which that lab experience is required. Field lab experience Log Sheets and Disposition form(s) must be submitted to the Instructor of Record for that assigned course.
 - 1.8. If the teacher candidate believes he/she has evidence or suspicion of possible child abuse, it is imperative to discuss the concerns in confidence with the mentor teacher immediately.
 - 1.9. ECE lab practicum candidates, field lab experience candidates, and student teacher candidates are to refrain from discussing students by name or revealing specific student/family information or records except to his or her cooperating mentor teacher or school officials when it is necessary for the student's educational program. When discussing experiences in seminar or methods classes, it is appropriate to describe situations objectively and with anonymity. Failure to respect confidentiality issues may result in probation or removal from the program.
 - 1.10. Disrespectful or violent verbal or physical interactions with colleagues or students are considered serious problems and, if substantiated, will result in probation or removal from the program.

2. Student Teacher Candidates (BA)

- 2.1. All teacher candidates **must** complete a *Site-Request Form* one semester **prior** to beginning their full-time student teaching experience.
- 2.2. Fall teacher candidates **must** request their placement by April of the previous

semester and Spring student teacher candidates **must** request their placement by October of the previous semester.

Full-time Student Teaching	Placement Request Deadline
Fall	April - Spring
Spring	October - Fall

2.3. Prior to the semester of student teaching, student teacher candidates will complete a *Pre-Interview* conducted by a COE teacher education screening committee. Teacher candidates must pass the screening interview with a minimum passing score to continue with the full-time teaching experience. The screening committee will recommend continuation in student teaching or remediation course(s) prior to full-time student teaching. Upon recommendation from the committee, any students who fail the initial screening interview will be given resources to better prepare for the interview process and allowed a second screening; however, if a student fails the second interview, the student must appeal the decision through the Appeals Committee.

2.4. In addition, teacher candidates will be required to complete a *Post-Interview* with the COE teacher education screening committee nearing the culmination of their experiences.

3. **Field Lab Experience Teacher Candidates (ALP)**

3.1. All ALP teacher candidates **must** complete a *Site-Request Form* one semester **prior** to beginning their supervised field lab experience.

3.2. Fall ALP teacher candidates **must** request their placement by April of the previous semester and Spring ALP field experience teacher candidates **must** request their placement by October of the previous semester.

ALP Teacher Candidate Field Lab Experience	Placement Request Deadline
Fall	April - Spring
Spring	October - Fall

Classroom Procedures, Requirements, and Policies

4. Child Abuse, Reporting

- 4.1. Teachers are increasingly faced with evidence and disclosures of child physical, emotional, and/or sexual abuse. Schools have written policies which specify the legal responsibilities related to reporting such incidents and confidentiality of such information. Mentors and/or principals should inform the teacher candidate of these regulations and advise him/her of support services for children, families, and the candidate at the beginning of the student teaching or field lab experience. *If the teacher candidate believes he/she has evidence or suspicion of possible child abuse, it is imperative to discuss the concerns in confidence with the mentor teacher immediately.*

5. Classroom Emergencies

- 5.1. The teacher candidate and the mentor teacher are to review and adhere to the school's safety and emergency procedures at the beginning of the placement and throughout their student teaching and any other field lab experience.

6. Classroom Management

- 6.1. Mentor teachers work hard to develop classroom management approaches which encourage the integration of the teaching of constructive, pro-social behaviors into regular instruction. Teacher candidates are to work collaboratively with the mentor teacher to support all students to promote success and to demonstrate their own classroom leadership.
- 6.2. Classroom Management is addressed using the NNMC Performance-Based Lesson Plan which references the NM Teacher Competencies Benchmarks for New Mexico Teacher Competencies for Licensure Levels I, II, and III (*Framework: Skill 6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment*).
- 6.3. Teacher Candidates (BA) and Field Lab Experiences Candidates (ALP) are assessed using the NNMC Teacher Candidate Evaluation Rubric which includes Domain 2: *Creating an Environment for Learning* from NMTEACH regarding Classroom Management.
- 6.4. ECE Practicum Candidates are assessed using the *NNMC ECE Teacher Candidate Evaluation Rubric* which includes the Common core Content and Competencies regarding Classroom Management.
- 6.5. Student teacher candidates and field lab experience candidates create a *Classroom Management Plan* as part of their Professional Competency-Based Collection of Artifacts.

7. Confidentiality Issues

- 7.1. ECE lab practicum candidates, field lab experience candidates, and student teacher candidates are to refrain from discussing students by name or revealing specific student/family information or records except to his or her cooperating mentor teacher or school officials when it is necessary for the student's educational program. When discussing experiences in seminar or methods

classes, it is appropriate to describe situations objectively and with anonymity. Failure to respect confidentiality issues may result in probation or removal from the program.

8. Contact, Staff, and Parent(s)/Guardian(s)

- 8.1. Classroom teachers are responsible for ensuring that students' daily school experiences are safe and appropriate; for addressing problems fairly, respectfully, and confidentially; and for keeping the family and the office informed of significant situations, achievements, or concerns. Teacher candidates are to support the mentor teacher/classroom teacher as he/she carries out these responsibilities and are to demonstrate the same professional qualities.

9. Failure to Act

- 9.1. Accidents and oversights can and do happen at partnering school sites despite careful planning and teachers' best efforts. Northern New Mexico College expects that teacher education candidate's be knowledgeable, conscientious, and use good judgment to prevent such occurrences and that every effort is made to ensure a safe and positive learning environment for all students.
- 9.2. A special effort must be made to maintain respectful, calm, and developmentally appropriate strategies at all times.
- 9.3. Disrespectful or violent verbal or physical interactions with colleagues or students are considered serious problems and, if substantiated, will result in probation or removal from the program.

10. Field Trips

- 10.1. Teacher candidates, ECE lab practicum candidates, and field lab experience teacher candidates are encouraged to help plan, follow district policies, secure parent permissions, arrange transportation, supervise field trips, and lead follow-up activities as an integral part of a comprehensive instructional program. *Teacher candidates are not to lead field trips off school ground. Teacher candidates may attend field trips without the presence of the mentor teacher.*

11. Non-instructional and Extracurricular Duties

- 11.1. Teacher candidates, ECE lab practicum candidates, and field lab experience candidates are to participate actively in all duties and responsibilities of the mentor teacher. These duties may include supervision duties, bus duty, club sponsorship, team events, staff meetings, in-service sessions, parent conferences, Parent/Guardian Teacher Organization meetings, and other related duties. However, teacher candidates should not be assigned to assistant-teacher assigned duties which may include duplicate papers, clean classrooms, check records, or other non-teaching tasks unless they contribute directly to developing instructional competencies.

12. Full-time Student Teacher Candidates as Substitute Teachers

- 12.1. The practice of substituting is not allowed.

Attendance Policy and Procedures

13. AA and ECE Lab Practicum Courses

- 13.1. Lab Practicum hours (75 contact hours per lab practicum – ECE or 37.5 - AA) must be completed during the registered semester. Failure to complete the minimum required hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.

14. Student Teaching (BA)

- 14.1. 15 weeks of student teaching must be completed during the registered semester. Failure to complete the minimum required weeks/hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.
- 14.2. Student teacher candidates are permitted **five** absences during their 15 weeks of student teaching. After five absences, the candidate will repeat the entire full-time student teaching experience. Student teaching candidates are required to notify the mentor teacher, the principal's office, and the college supervisor of the absence **prior** to the absence.

15. Field Lab Experience (ALP)

- 15.1. Practicum hours must be completed during the registered semester. Failure to complete the minimum required hours will result in a failure of the course and the candidate will be required to retake the course in its entirety.

Professional Development Policy and Procedures

16. AA and ECE Lab Practicum Students

- 16.1. ECE lab practicum students may document and submit up to 8 hours of professional development towards contact hours via NNMC Log Sheet. AA Practicum Students may NOT document and submit professional development hours towards contact hours.

17. Student Teachers (BA)

- 17.1. Student teachers may participate in all professional development opportunities in correspondence with their mentor teachers during the 15 weeks of student teaching.
- 17.2. Student teachers will document and submit professional development hours towards contact hours via NNMC Log Sheet.

18. Field Lab Experience Students (ALP)

- 18.1. Field lab experience students may document and submit up to 8 hours of professional development towards contact hours via NNMC Log Sheet.

Policy and Procedures: Student Teaching (BA) and Field Lab Experience (ALP)

19. AA and ECE Lab Practicum Students

- 19.1. AA and ECE lab practicum student candidates are placed with a Mentor Teacher from the partnering school districts for one semester.

20. Student Teaching (BA)

- 20.1. Student teacher candidates are placed with a Mentor Teacher from the partnering school districts for one semester. Candidates must meet all Student Teaching Seminar requirements including a *Professional Competency-Based Collection of Artifacts*.
- 20.2. Student teacher candidates must complete the following prior to beginning ED 479, Student Teaching (9 credits) and ED 480, Student Teaching Seminar (1 credit): 1. Provide evidence of passing the following exams: a. New Mexico Teacher Assessment--Content Knowledge [Elementary], b. New Mexico Teacher Assessment--Competency [Elementary], and c. NES® Essential Components of Elementary Reading Instruction.
- 20.3. Student teacher candidates must submit a completed Student Teaching Application packet to the COE, TEC 201 by the end of April of the Spring Semester or the end of October of the Fall Semester.
- 20.4. Student teacher candidates may enroll in only one other additional course concurrent with ED479 Student Teaching and ED480 Student Teaching Seminar.
- 20.5. Student teacher candidates who are employed in a school district or have any other type of employment will be allowed to complete their practice teaching concurrently as long as their work responsibilities do not interfere with any of their student teaching activities and responsibilities. The COE requires that student teachers are completely involved in the classroom in a teaching role and that they put forth their best effort in their school work during this period. . Students may appeal this policy following the guidelines associated with the NNMC COE Field Placement Appeals Committee. **refer to the Appeals Committee Policy see for further details*
- 20.6. All student teacher candidates must meet all COE exit and seminar requirements in order to graduate.

Intervention Policy

21. BA Student Teaching Candidates, AA and ECE lab Practicum Candidates, and ALP Field Lab Experience Students: (fix font)

- 21.1. Northern New Mexico College of Education candidates will sign an assurance agreement abiding by the guidelines and competencies set forth in the NNMC Handbook. The agreement states that continuation and completion of the program are contingent upon satisfactory progress towards meeting requirements and program competencies. Documentation of the teacher candidate's progress or lack thereof, in specified growth area, will be recorded on an on-going basis by the COE.
- 21.2. Appeals may be made based on academic standing, unfavorable

disposition reports, issues involving field lab placement, unfavorable background check.

22. If satisfactory growth toward competency is not evident, the following steps will be taken:
 - 22.1. A conference will be scheduled involving the college supervisor, the teacher candidate, and the mentor teacher to specify the problem areas and develop a *Professional Growth Plan* for support.
 - 22.2. The teacher candidates will sign an *Professional Growth Plan* form stating that he/she will improve his/her performance in the areas of concern; the college supervisor and the mentor teacher will sign the *Professional Growth Plan* committing to implementing the plan for support and growth.
 - 22.3. Follow-up by the college supervisor will ensure the teacher candidate shows growth in the area(s) of concern. A follow-up conference will take place in a timely manner to determine evidence of growth.
 - 22.4. Non-compliance with terms of the agreement or lack of sufficient growth as reflected using the *Professional Growth Plan* form will result in withdrawal from the program at the discretions of a committee representative of faculty and staff.

Formal Evaluations

23. Formal Evaluations determined by the COE and completed by the students, college supervisors, mentor teachers, and instructors (*see syllabus)
 - 23.1. **AA and ECE** Practicum Student Evaluation forms include: Disposition Form and Log Sheet
 - 23.2. **BA** Student Teacher Evaluation forms include: Log Sheet, NNMC ACT, NMTeach, Disposition form, and NNMC *Professional Competency-Based Collection of Artifacts*.
 - 23.3. **ALP** Field Lab Experience Evaluation forms include: Log Sheet, NNMC ACT, NMTeach, Disposition form, and NNMC *Professional Competency-Based Collection of Artifacts*.

Fingerprinting, Background Checks, and Behavior Guidelines

24. All students conducting practicums, field lab experiences, and/or student teaching are required to be fingerprinted in order to establish positive identification for a state and federal (FBI) criminal history background check.
25. If you are currently substituting or under contract with a school while working on your licensure (ALP), an additional background check is not necessary.
26. Students will be required to submit evidence of their fingerprinting for background checks and drug testing to the Field Placement Office. A copy will be placed in their file.
27. Fingerprints should be taken by a public law enforcement official or their agency staff trained by the New Mexico Department of Public Safety (DPS) or equivalent state agency in another state. Public law enforcement agencies include the Department of Public Safety, county sheriff, as well as state, municipal, campus, military and tribal police.

28. Fingerprinting is required for initial licensure. All applicants for initial educator licensure are required to be fingerprinted in order to establish positive identification for a state and federal (FBI) criminal history background check.
29. Fingerprints need to be taken by an authorized 3M Cogent site. Registration and information can be found at: https://www.cogentid.com/nm/index_NM.htm Select the "Register Online for a Background Check" option. ORI# to be utilized is NM920140Z. [CLICK HERE](#) for more detailed instructions.
30. To ensure that the College of Education has a copy of the report, the student will need to complete the *Request for Copy of FBI Criminal History Report* which can be found on the PED website (<http://ped.state.nm.us/Licensure/index.html>) which releases the student's information; the student will need to specify where he/she would like the information sent. If the student releases the information to himself/herself, he/she needs to provide copies of the original documents to the College of Education or he/she may release the information directly to NNMC (attention: College of Education) 921 Paseo de Oate, Espanola, NM 87532.
31. All fingerprints are valid for two years.
32. Teacher candidates are to remember that they are guests in the school.
33. Dispositional complaints from the school, the cooperating mentor teacher, and/or the college supervisor may result in removal from the school and/or dismissal from the program which may negatively impact the course grade and/or degree requirements.
34. Teacher candidates are required to dress and behave appropriately and in accordance with their professional roles. In addition, they are required to obtain a behavior and dress code handbook from their school site and are required to comply with those policies.
35. Teacher candidates are asked to follow these behavior guidelines:
 - 35.1. Observations at school site are not a time to complete college/course assignments. Scheduled observations are not to be used as a time to do homework.
 - 35.2. Candidates are not to chew gum during observations.
 - 35.3. Candidates are not to bring food or drink to a site visit.
 - 35.4. Personal use of cell phone is prohibited.
 - 35.5. Firearms or other weapons (e.g., knives) are illegal. *
 - 35.6. Site-based School equipment (e.g., computers) are not for personal use and prohibited.
 - 35.7. Alcohol, tobacco, and drugs are prohibited at schools.
 - 35.8. Inappropriate advances to either students or faculty will not be tolerated and may be illegal.*
 - 35.9. Any form of sexual harassment will not be tolerated.*
 - 35.10. Interactions with students and faculty should be appropriate and educational, NOT intimate.*
 - 35.11. Obscene vulgar language and slang expressions are not appropriate.*

*See *Code of Ethics* with the Public Education Department website:

<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>

Grading Policy

36. **AA Lab and ECE Lab Practicum** student candidates will participate in practicum courses and grading will be addressed by the instructor of record. Any grade below a C will constitute repeating the course.
37. **BA Student Teacher** candidates must complete their full-time student teaching experience with a C or better to achieve a passing grade. Any grade below a C will constitute repeating the course.
38. **ALP Field Lab Experience** candidates must complete their field supervision experience with a B or better to achieve a passing grade. Any grade below a B will constitute repeating the full experience.
39. **Appeals for Grading (College Catalog, 34):**
 - 39.1. *Only you, the affected student, may challenge or appeal a grade which you feel is improper or incorrect, and you must do so within twelve months of the date the grade was assigned and recorded in your records. To initiate the appeal, you must complete the following steps:*
 - 39.2. *1. Discuss the situation with the instructor who gave the grade. If the matter is not resolved to your satisfaction, you may appeal to the instructor's immediate supervisor (usually the department chairperson, although some departments will have an intermediary step, the department director).*
 - 39.3. *2. Provide the responsible department chairperson with a written summary of the situation and a detailed, specific statement of what you want. If the matter is not resolved to your satisfaction by the department chairperson, you may appeal to the Scholastic Standards Committee, a faculty committee.*
 - 39.4. *3. Provide the Scholastic Standards Committee chairperson with a written summary of the situation and a detailed, specific statement of what you want. The Committee recommendation will be forwarded to the Provost for appropriate action. (Update April 2007).*

Placement Procedures

40. **Candidate Placement Forms**
 - 40.1. The Field Placement Coordinator in coordination with course instructor will place the teacher candidate at the approved school site. Efforts will be made to honor the candidate's request for site preference. To ensure diverse experiences of a variety of placements and sites, all placements will be recorded and reviewed prior to placement each semester.
41. **Site Request**
 - 41.1. Before placement, a *Site-Request* form must be completed by the candidate requesting his/her first and second school site preferences.
 - 41.2. In conjunction with NNMC's Catalog, candidates' placement in a school is

decided by the College of Education contingent upon being accepted by the school in which he/she will be completing practicums (ECE) , student teaching (BA), or field lab experience Labs (AA, BA, ALP).

- 41.3. Student candidates who wish to appeal their placement must file with the Dean of Education and will be reviewed by the appeals committee.

42. Log Sheet

- 42.1. The Log Sheet with signatures from mentor teachers are to be submitted to the Instructor of Record for the course who will then submit forms to the Field Experience and Placement Office at the end of the semester prior to your capstone course, your file will be audited to assure that all field lab contact hours have been completed. If not, you may be required to complete the missing hours prior to enrolling in the capstone course.
- 42.2. To ensure accountability, please retain copies of all of your Log Sheets for your record prior to submitting them to the Instructor of Record for each course.

Legalities

43. Background Checks

- 43.1. Statute 22-10-3.3 NMSA1978: Local school boards and regional education cooperatives shall develop policies and procedures to require background checks on an applicant who has been offered employment, a contractor or a contractor's employee with unsupervised access to students at a public school, including a charter school.
- 43.2. NNMC Teacher Education candidates must apply for fingerprinting and background checks the semester of admission to the program. Forms are available in the Field Experience and Placement Office and on the PED website <http://ped.state.nm.us/ped/LicFingerprinting.html> *see Fingerprinting, Background Checks, and Behavior Guidelines (in handbook)

44. Ethical Behavior and Responsibilities

- 44.1. NNMC Teacher Education Candidates must be knowledgeable of the New Mexico's Board of Education Regulation Code of Ethics of the Education Profession:
<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>

45. Professional Liability Issues and Coverage

- 45.1. Students are encouraged to protect themselves against legal action by purchasing a professional liability policy from a local insurance agency. Student candidates are strongly urged to join American Federation of Teachers (AFT) in order to obtain liability insurance before placement in a field experience. Information on membership and coverage is available in the General Education Building, Office 108. We strongly encourage the candidate to obtain and maintain this coverage throughout the duration of the program and especially during the student teaching experience.
- 45.2. All pre-professional and certified teachers are held responsible for the health, safety, and learning environment for each child under their supervision. The

district personnel are primarily responsible for the student's welfare. Legal action could be taken against you if you behave in a manner not consistent with your level of knowledge.

Protect yourself from any legal vulnerability by familiarizing yourself with district policies concerning students, certified personnel, and liability coverage.

- 45.3. In addition, protect yourself by purchasing a professional liability policy from a local insurance agency or through the National Education Association ([\(505\) 982-1916](tel:5059821916), www.nea-nm.org) and/or the New Mexico or American Federation of Teachers ([\(505\) 266-6638](tel:5052666638), <http://nmaft.org>).
- 45.4. Teachers have legal *in loco parentis* responsibilities for the safety and well-being of all students in their care during school hours. Teachers are also responsible for ensuring that the civil rights of all children are maintained throughout the school program. These issues include confidentiality of student records, equal access to educational opportunities, delivery of services documented on Individualized Education Programs (IEP) for students with special needs, and the guarantee of procedural safeguards and due process appeal. NNMC teacher education candidates are under the supervision of a mentor teacher, but must be aware of and responsible for ensuring these legal responsibilities. The college field supervisor, mentor teacher, and principal or his/her designees should review these issues with the teacher candidate and monitor compliance with school rules and district policies.

College of Education Placement Appeals Committee Procedures

46. On occasion, BA student teaching candidates, AA and ECE lab practicum candidates, and ALP field lab experience teacher candidates may find it difficult to meet program requirements for varied, legitimate reasons. Therefore, the College of Education – Placement Appeals Committee was established with the following procedures:
- 46.1. The student must submit a written statement to the Field Experience and Placement Coordinator detailing his/her reason(s) for the appeal with evidence supporting the appeal and the action he/her seeks.
47. The Dean of the College of Education will provide a written summary of the appeal decision to the teacher candidate.

VI.) Departmental Processes and Policies

1. Advisement

- 1.1 Teacher candidates should receive advisement each semester. Teacher candidates are encouraged to come in as soon as possible but at least two weeks before the semester starts and again at midterm in order to obtain advisement.
- 1.2 Teacher candidates are encouraged to phone, visit, or email to schedule an appointment to obtain advisement by a College of Education Advisor, 505-747-5431, Teacher Education Center (Room 201), www.COE@nmmc.edu.
- 1.3 Teacher candidates must adhere to the important deadlines outlined in the Northern New Mexico College's Academic Calendar.
- 1.4 Teacher candidates can obtain a more detailed course schedule (COE Internal Schedule) which provides specific face to face meeting dates. Please pick up a College of Education Internal Course Schedule at COE Administrative Office, Teacher Education Center, Room 201, email COE@nmmc.edu, 505-747-5431.
- 1.5 Teacher candidates are required to register for a course or courses the semester of admission and acceptance into the program.
- 1.6 Teacher candidates are encouraged to follow their respective program's scope and sequence in order to complete the program within a reasonable time-frame (AA - 2 years, BA- 4 years, ALP - 2 years, Endorsements - 2 years). If teacher candidates choose not to follow the proposed scope and sequence, we cannot guarantee that you will graduate in two years.

2. Book(s)

- 2.1 Teacher candidates are required to obtain required book(s) prior to the first day of their course begins. Please adhere to the NNMC Course Schedule and the detailed COE internal schedule that can be picked up at the College of Education, Teacher Education Center, Room 201.
- 2.2 Book information can be obtained from Northern New Mexico College website via the bookstore link. Teacher candidates will need to know the course number in order to look up the book information on the bookstore website.

3. Blackboard Courses

- 3.1 Teacher candidates who enroll in a blackboard course need to have access to a computer, the internet, a word processing software, a presentation software, and adobe acrobat reader.
- 3.2 By activating a personal NNMC Gmail Account, teacher candidates have access to the google suite which includes access to software that can be utilized to email instructors, write papers and create presentations.

3.3 Teacher candidates who need blackboard orientation should contact Peter Snyder, Center for Distance Education Coordinator: ptsnyder@nnmc.edu, 747-5418. Information regarding blackboard can be found at <http://distance.nnmc.edu/>

3.4 Teacher candidates who are having technical difficulties with blackboard should contact Peter Snyder, Center for Distance Education Coordinator: ptsnyder@nnmc.edu, 747-5418. Information regarding blackboard can be found at <http://distance.nnmc.edu/>

4. Email

4.1 Teacher candidates are required to activate a NNMC email account and use it for college correspondence.

4.2 The NNMC COE faculty and staff will not correspond with them via personal email.

4.3 Teacher candidates can activate their NNMC email by visiting www.nnmc.edu and following the steps to activate their email.

4.4 Teacher candidates who are having technical difficulties with email should contact Deborah Trujillo at 505- 423-4913 or itservice@nnmc.edu

5. Good Standing - GPA and Grades

5.1 Teacher candidates in their respective programs are required to maintain a specific minimum cumulative GPA; and obtain a specific individual grade for individual courses.

5.2 Teacher candidates pursuing an AA are required to maintain a minimum cumulative GPA of 2.5; obtaining grades of a C or better for individual courses. Teacher candidates that receive a C- will have to retake the course for it to count towards graduation requirements.

5.3 Teacher candidates pursuing a BA are required to maintain a minimum cumulative GPA of 2.5; obtaining grades of a C or better for individual courses. Teacher candidates that receive a C- will have to retake the course for it to count towards graduation requirements.

5.4 Teacher candidates pursuing an endorsement to a teaching license are required to maintain a minimum cumulative GPA of 2.5; obtaining grades of a C or better for individual courses. Teacher candidates that receive a C- will have to retake the course for it to count towards Graduation requirements.

5.5 Teacher candidates pursuing an ALP Certificate are required to maintain a minimum cumulative GPA of 3.0; obtaining grades of a B or better for individual courses. Students that receive C will have to retake the course for it to count towards graduation requirements.

6. NNMC Incomplete Policy

6.1 I–Incomplete: records a course for which, because of serious reasons beyond your control (e.g., you had an automobile accident on the way to the final exam, or you were hospitalized in the last couple of weeks of the term), you were not able to complete that last small portion of the course requirements.

6.2 By mutual, signed agreement between teacher candidates and the faculty member/instructor, countersigned by the department chairperson, and subsequently accepted by the Registrar, teacher candidates will have up to one year to complete that small portion of the course still lacking. Usually, though, the deadline for completion will be much shorter than a full twelve months--more like 1-3 months, in fact. These

deadlines are carefully monitored and, if the grade of “I” has not been promptly removed, the Registrar administratively changes the grade to a failing grade (“F”). Such an administratively-assigned grade cannot later be changed by the original instructor of the course.

- 6.3 The instructor of the course must submit a request to give an “I” grade at the time the instructor turns in the final grade sheet for the course. When the “I” has been converted into a regular grade, your transcript will reflect the grade, its grade points, and an adjusted cumulative grade point average.

7. Independent Study

- 7.1 The teacher candidate must follow the scope and sequence for their educational program in order to graduate within the recommended amount of time. AA – 2 years, BA- 4 years, ALP – 2 years, Endorsements – 2 years. The College of Education has established a recommended scope and sequence provided in this handbook. The teacher candidate must make every effort to enroll in the courses when they are being offered.
- 7.2 The teacher candidate must have senior standing in order to submit a request for an independent study. The academic advisor must conduct a degree check to ensure that the teacher candidate is indeed in their senior year and will be able to graduate within two semesters. The advisor will submit the request for an independent study to the College of Education Dean and obtain formal approval from the College of Education Dean. The Dean will present the request to the Academic Provost. The Academic Provost will review the request and determine if an independent study can be granted.
- 7.4 If the independent study cannot be granted then the advisor can assist the teacher candidate in identifying alternative solutions for completing the required course.

H.) Grade or Performance Intervention

Step 1: The faculty members/instructors may facilitate a conference with teacher candidates to review a concern(s) about their grade or performance.

Step 2: Based on the concern with the teacher candidate’s grade or performance, the faculty members/instructors may develop an informal or formal candidate growth plan no later than the first week after midterms. The instructor must file documentation of the candidate’s growth plan in their college of education program folder.

Step 3: If the teacher candidate does not fulfill the candidate growth plan then they may be put on probation until the candidate’s growth plan is met. The requirements of the candidate’s growth plan may take precedence over the requirements of the course syllabus.

Step 4: If the teacher candidate fails the course he/she may appeal their grade with the Admission, Retention, and Dismissal (ARD) Committee. **The Admission, Retention, Dismissal (ARD) Committee’s decision is final.**

I.) Assurances (Assurance Form)

- 6.1 Teacher candidates in their respective programs are required to understand and sign an

assurance form as a requirement for admission into their program.

6.2 The list of assurances must be met in order to complete graduation requirements.

6.3 **The Admission, Retention, Dismissal Committee decision is final.**

J.) Assurances Intervention (Assurance Form)

Step 1: At the time of admission into an educational program, the teacher candidate and advisor will sign an assurance form that outlines important program requirements.

Step 2: If the teacher candidate does not adhere to the assurance agreement, the COE Committee will facilitate a candidate growth plan.

Step 3: If the teacher candidate does not show expected growth delineated in the candidate growth plan, the **Admission, Retention Dismissal (ARD)** Committee will review the candidate growth plan and provide a decision; either dismissal from the program or further action to be fulfilled. **The ARD decision is final.**

K.) Dispositions (Dispositions Checklist)

7.1 Teacher candidates' dispositions will be assessed by faculty members/instructors and mentor teachers throughout their respective program, especially in courses that require field experience.

7.2 Teacher candidates will be introduced to the dispositions checklist at the beginning of their program in order to understand the required dispositions for the classroom and required field experiences.

7.3 A faculty member/instructors or mentor teacher can complete a dispositions checklist when a teacher candidate's disposition or behavior has been identified in need of improvement or remediation.

7.4 The dispositions checklist is utilized to provide support to a teacher candidate or to counsel a teacher candidate out of the teaching profession which may lead to dismissal from the program. For more information please see dispositions checklist intervention section to understand the intervention process.

L.) Dispositions (Dispositions Checklist) Intervention

Step 1: If and when a teacher candidate's disposition or behavior has been identified in need of improvement, a faculty member may schedule a conference to review areas in need of improvement by completing a dispositions checklist. The first disposition checklist will be completed and documented in the teacher candidate's program folder. The dispositions checklist will be used to complete a candidate growth plan.

Step2: The faculty member will discuss with the teacher candidate strategies for improving his/her disposition or behavior by completing a candidate's growth plan form. The candidate's growth plan form will be

completed and placed in the teacher candidate's program folder within a reasonable amount of time from the faculty member's completion of the first disposition checklist. If the teacher candidate does not show growth, the faculty member will provide a report to the Admission, Retention, and Dismissal (ARD) Committee along with copies of the dispositions checklist(s) and the candidate's growth plan in order to review the teacher candidate's status.

Step3: An Admission, Retention, Dismissal (ARD) Committee Member will provide the committee's decision to the faculty member, the teacher candidate, and the program. The decision will recommend further action such as probation or dismissal from the program. **The ARD Committee's decision is final.**

M.) Candidate Growth Plan

Step 1: The faculty member may facilitate a conference with the teacher candidate to review a concern with their grade or performance.

Step 2: Based on the concern with the teacher candidate's grade or performance, the faculty member may develop an informal or formal candidate growth plan no later than the first week after midterms. The instructor must file documentation of the candidate's growth plan in their college of education program folder.

Step 3: If the teacher candidate does not fulfill the candidate growth plan then they may be put on probation and or further action until the candidate's growth plan is met. The requirements of the candidate's growth plan may take precedence over the requirements of the course syllabus.

Step4: If the teacher candidate fails the course he/she may appeal their grade with the Admission, Retention, and Dismissal (ARD) Committee. **The Admission, Retention, Dismissal (ARD) Committee's decision is final.**

N.) Chain of Command

Step 1: A teacher candidate wanting to address a concern or resolve an issue related to their program of study, he/she must follow the chain of command.

Step2: First level is the student, second level is the instructor, and the third level is the College of Education Dean.

Step3: The issue or concern brought to the ARD Committee or the College of Education Dean may be documented.

O.) Standards of Conduct

8.1 Teacher candidates must comply with the New Mexico Public Education Departments Code of Ethics: <file:///C:/Users/Tamara/Downloads/PED%20Educator%20Code%20of%20Ethics.pdf>

Teacher Candidates are responsible for understanding and complying with the CODE OF ETHICAL RESPONSIBILITY OF THE EDUCATION PROFESSION.

8.2 In addition, NNMC also has standards of conduct described below. Students attending Northern

New Mexico College are subject to all state, and city laws, regulations and rules.

Northern New Mexico College recognizes its responsibility to the individual student, to the state, and to the communities of which its students are members. It maintains, therefore, a policy of disapproving those types of behavior which violate the standards of acceptable conduct.

Continued misconduct of any type will jeopardize the student's privilege of recommendation by Northern and may cause his/her suspension or permanent dismissal.

- 8.3 Northern New Mexico College will cooperate with duly constituted legal authorities when a student is involved in violations of the law. Students who are arrested by law enforcement officers and who are subsequently convicted for law violations may be subject to disciplinary action imposed by the College including warning, censure, restitution, probation, suspension and expulsion as the individual case warrants.
- 8.4 Students are subject to the provisions of New Mexico Statute and to disciplinary action by the College including warning, censure, restitution, probation, suspension and expulsion for engaging in the conduct listed hereafter:
- 1. Acts of dishonesty, including but not limited to:**
 - a. Furnishing false information to any College official, faculty member, or office. For furnishing such false information, which results in improper admission, residency classification, tuition charge or financial aid, the sanction will be expulsion with forfeit of any money paid to the College for that term. In the case of improper admission, the sanction will include loss of any credit which may have been earned.
 - b. Forgery, alteration, or misuse of any College document, record, or instrument of identification will result in expulsion.
 - c. Tampering with the election of any recognized student organization.
 - d. Representing one's self or organization as an agent of the College without written authorization to do so will result in expulsion.
 - e. Soliciting a college representative to complete and/or submit academic suspension or financial aid appeal forms may result in expulsion.
 - 2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, as well as other College activities, including its public-service functions on or off campus or the authorized non-College activities when the act occurs on College premises.**
 - 3. Physical abuse, verbal abuse, threats, intimidation, harassment (sexual or otherwise)*, COERCION and/or other conduct, which threatens or endangers the health or safety of any person, may result in immediate expulsion.**
- *Sexual harassment/battery investigations will be conducted by the College's designated Title IX Coordinator.*
- 4. Attempted or actual theft and/or damage to property of the College or property.**

P.) CYBER-BULLYING

- 9.1 Cyber-bullying involves the use of information and communication technologies (i.e. cellular Phones) to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others.
- 9.2 The IT System of Northern New Mexico College imposes certain responsibilities and obligations, and is subject to College policies, and federal laws. In making appropriate use of Northern New

Mexico College computing resources students are not permitted to use mail or messaging services to harass, intimidate, or otherwise annoy another person, for example, by broadcasting unsolicited messages, or sending unwanted mail.

- 9.3 If the Dean of Student Services is made aware that cyber-bullying/harassment is taking place through the use of Northern New Mexico College IT services, and/ or personal technological devices, such actions may result in college imposed sanctions.

Q.) Dismissal from the Educational Program

- 10.1 Teacher candidates can be dismissed from the program for: not remaining in good standing, not complying with program assurance form requirements, not demonstrating favorable dispositions, and not complying with the standards of conduct.
- 10.2 Teacher candidates may be dismissed if he/she does not remain in good standing. The candidate must maintain the required GPA and earn the grades required for graduation, as described in the Good Standing Section.
- 10.3 Teacher candidates may be dismissed if he/she does not comply with assurance form requirements. All requirements should be completed as delineated in the program assurance form, as described in Assurances Section.
- 10.4 Teacher candidate may be dismissed if he/she does not work towards receiving proficient dispositions checklists, as described in the Dispositions Checklists Section.
- 10.5 Teacher candidate may be dismissed if he/she does not receive a favorable background check, as described in the Field Placement Section.
- 10.6 Teacher candidate may be dismissed if he/she does not comply the New Mexico Code of Conduct and the NNMC Standards of Conduct and cyberbullying, as described in the standards of conduct and cyberbullying section.

VII.) Graduation Requirements

A.) Associate Degrees

Associate of Arts in Early Childhood Education:

1. Complete General Education Requirements (36 cr)

(Refer to NNMC Catalog for information)

- 1.1 Complete all coursework with a C or better in order not to have to retake the course.

2. Complete AA in ECE Program Education Requirements (29 cr)

ECE 202 Child Growth, Development and Learning (3)

ECE 218 Health, Safety, and Nutrition (2)

ECE 220 Professionalism (2)

- ECE 222 Introduction to Language, Literacy and Reading (3)
- ECE 225 Curriculum Development-Birth through Age 4 (3)
- ECE 226 Family and Community Collaboration (3)
- ECE 238 Lab-Practicum-Birth through Age 4 (2), Co-requisite ECE 225
- ECE 254 Curriculum Development & Implementation Age 3 through Grade 3 (3)
- ECE 264 Lab-Practicum-Age 3 through Grade 3 (2), Co-requisite ECE 254
- ECE 285 Guiding Young Children (3)
- ECE 295 Assessment of Children and Evaluation of Programs (3)

2.1 Complete all coursework with a C or better in order not to have to retake the course.

3. Complete COE Field Lab Experience Requirements

3.1 Complete ECE 238 and ECE 264 Practicums – These practicums are 75 hours each and should be completed the semester you are enrolled in the course. In total the practicums amount to 150 hours.

3.2 Complete and submit the Field Lab Experience/ Practicum Log Sheets, for each of the practicums, to the instructor of record during the semester you are enrolled in the course.

3.4 Complete all coursework with a C or better.

4. Complete NNMC and COE Exit Requirements

4.1 Certify with an advisor that you have completed 1 - 3 graduation requirements.

4.2 Complete an NNMC Application to Graduate.

(See NNMC's academic calendar for deadlines)

(Refer to the NNMC Registrar for information)

4.3 Complete an NNMC Petition to Graduate.

(See NNMC's academic calendar for deadlines)

(Refer to the NNMC Registrar for information)

4.4 As a requirement of the NNMC Petition to Graduate schedule an appointment with an advisor and the College of Education Dean to obtain signatures.

4.5 Complete any other NNMC Requirements to graduate.

(See NNMC's academic calendar for deadlines)

Associate of Arts in Elementary Education (K-8):

1. Complete General Education Requirements (58 cr)

(Refer to NNMC Catalog for information)

1.1 Complete all coursework with a C or better in order not to have to retake the course.

2. Complete Program Requirements (7 cr)

ED 201 Foundations of Education (3)

ED 213 Lab I (1)

ED 220 Educational Psychology (3)

2.1 Complete all coursework with a C or better in order not to have to retake the course.

3. Complete Field Lab Experience Requirements

3.1 Complete ED 213 Lab I – This lab is 37.5 hours and should be completed the semester you are enrolled in the course.

3.2 Complete and submit the Field Lab Experience/ Practicum Log Sheet to the instructor of record during the semester you are enrolled in the course.

3.4 Complete all coursework with a C or better.

4. Complete NNMC and COE Exit Requirements

4.1 Certify with an advisor that you have completed 1 - 3 graduation requirements.

4.2 Complete an NNMC Application to Graduate.
(See NNMC's academic calendar for deadlines)
(Refer to the NNMC Registrar for information)

4.3 Complete an NNMC Petition to Graduate.
(See NNMC's academic calendar for deadlines)
(Refer to the NNMC Registrar for information)

4.4 As a requirement of the NNMC Petition to Graduate schedule an appointment with an advisor and the College of Education Dean to obtain signatures.

4.45 Complete any other NNMC Requirements to graduate.
(See NNMC's academic calendar for deadlines)
(Refer to the NNMC for information)

B) Bachelor Degree

Bachelor of Arts in Elementary Education (K-8):

1. Complete General Education Requirements (58 cr)

(Refer to NNMC Catalog for information)

1.1 Complete all coursework with a C or better in order not to have to retake the course.

2. Complete BA in Elementary Education (K-8) Professional Preparation Education Requirements (43 cr)

Introductory Block

ED 311 Lab II (1)

ED 326 Strategies for Successful Classrooms (2)

ED 305L Integrated Technology in the K-8 Classroom (2)

ED 450 Pedagogy and Learning (3)(WIC)

Literacy and Language Arts Block

ED 410 Teaching and Diagnosis of Reading (3)
 ED 411 Lab III (1)
 ED 460 Teaching Reading and Writing (Elem.) (3)

Math and Science Block

ED 313 Science & Math I (3)
 ED 322 Math for Educators I (3)
 ED 422 Math for Educators II (3)
 ED 423 Science & Math II (3)

Exceptionalities, and Assessment Block

(ED/SPED) 475 Curriculum Methods & Materials for Special Education (3)
 ED 495 Assessment and Evaluation of Student Learning (3)

Capstone

ED 479 Student Teaching (9)
 ED 480 Student Teaching Seminar (1)

2.1 Complete all coursework with a C or better in order not to have to retake the course.

3. BA Teacher Candidates in order to graduate must complete one of the following major requirements (24cr):

Bilingual Education (24 cr)

Pre-requisites SPAN 101 AND SPAN 102

*These courses are taught in Spanish

- EDBE 403 Foundations of Bilingual/ESL Multicultural Education (3)
- * EDBE 305 Spanish Literacy for Bilingual Education (3) *
- * EDBE 306 Spanish for the Bilingual Classroom (3) *
- EDBE 406 Methods and Materials of Teaching Bilingual/ESL (3)
- EDBE 412 Formal/Informal Assessments (3)
- EDBE 416 Second Language Acquisition (3)
- * EDBE 481 Linguistics and Phonetics for the Bilingual Teacher (3) *
- * EDBE 482 Spanish Language and Folklore of New Mexico for the Bilingual Teacher (3) *

TESOL (Teachers of English for Speakers of Other Languages) (24 cr)

EDTE 403 Foundations of Bilingual/ESL Multicultural Education (3)
 EDTE 406 Methods and Material of Teaching Bilingual/ESL (3)
 EDTE 408 Approaches to Teaching English Literacy Skills (3)
 EDTE 412 Formal/Informal Assessment (3)
 EDTE 414 Introduction to Linguistics (3)
 EDTE 416 Second Language Acquisition (3)
 Language electives (6)

Humanities and Social Sciences (24 cr)

HSS 222 Teaching in Diverse Communities (3)
 HSS 310 Perspectives on New Mexico History and Culture (4)
 HSS 311 Readings in the Social Sciences (4)
 HSS 320 Genesis of Mathematics and Science (4)
 HSS 410 Senior Seminar: Teaching the Humanities (1)
 HSS 414 Humanity and Creativity (4)
 HSS 421 History, Literature, Art, and Philosophy (4)

3.1 Complete all coursework with a C or better in order not to have to retake the course.

4. Complete COE Field Lab Experience Requirements

4.1 Complete ED 213-Lab I, ED 311-Lab II, ED 411- Lab III, ED 313-Science and Math I, ED 423-Science and Math II, ED 479-Student Teaching, and ED 480-Student Teaching Seminar. These practicums should be completed the semester you are enrolled in the course. In total the field lab experience amounts to 657.5 hours.

4.2 Complete and submit the Field Lab Experience/ Practicum Log Sheets for each of the practicums, to the instructor of record during the semester you are enrolled in the course.

4.3 In the capstone courses (ED 479/ED 480) complete and submit a Competency Based Artifact Binder to the instructor of record

4.4 Complete all coursework with a C or better.

5. Complete NNMC and COE Exit Requirements

5.1 Certify with an advisor that you have completed 1 - 3 graduation requirements.

5.2 Complete an NNMC Application to Graduate.
(See NNMC's academic calendar for deadlines)
(Refer to the NNMC Registrar for information)

5.3 Complete an NNMC Petition to Graduate.
(See NNMC's academic calendar for deadlines)
(Refer to the NNMC Registrar for information)

5.4 As a requirement of the NNMC Petition to Graduate schedule an appointment with an advisor and the College of Education Dean to obtain signatures.

5.5 Provide evidence of passing the State of New Mexico required Assessments.

6.6 If you are a TESOL or Bilingual Major, provide the College of Education evidence of passing the TESOL or La Prueba Assessment.

6.7 Complete any other NNMC Requirements to graduate.
(See NNMC's academic calendar for deadlines)

C) Certificates

Alternative Licensure Programs (ALP) Elementary Education (K-8), Alternative Licensure Program in Secondary Education (7-12), Alternative Licensure Program in Special Education (K-12)

1. Complete General Education Requirements

(Refer to NNMC Catalog for information)

1.1 Have a bachelors, masters or doctorate degree.

1.2 Provide official transcripts evidencing degree, with date conferred.

2. Complete ALP Professional Preparation Education Requirements

ELEMENTARY (K-8) (20 cr)

ED 401 Foundations of Education (3)

ED 412 Teaching and Diagnosis of Reading (Elem) (3)

ED 452 Pedagogy and Human Learning (3)

ED 464 Teaching Reading and Writing (Elem.) (3)

ED 493 The Integrated Elementary Classroom (2)

ED 495 Assessment and Evaluation of Student Learning (3)

ED 496 Supervised Field Experience (Elem/Sec) (1)
ED 496L Supervised Field Experience Lab (Elem/Sec) (2)

SECONDARY (7-12) (18 cr)

ED 401 Foundations of Education (3)
ED 452 Pedagogy and Human Learning (3)
ED 462 Reading and Writing Across the Curriculum (Sec)(3)
ED 474 Methods and Materials in Secondary Education (3)
ED 495 Assessment & Evaluation of Student Learning (3)
ED 496 Supervised Field Experience (Elem/Sec) (1)
ED 496L Supervised Field Experience Lab (Elem/Sec) (2)

SPECIAL EDUCATION (K-12) (20 cr)

SPED 401 Foundations of Education (3)
SPED 455 The Special Education Program: IEP's and Assessments (4)
SPED 465 Reading for Special Learners (3)
SPED 475 Curriculum Methods and Materials for Special Learners (3)
SPED 485 Teaching Reading in Special Education (3)
SPED 497 Supervised Field Experience (1)
SPED 497L Supervised Field Experience Lab (3)

2.1 Complete all coursework with a B or better in order not to have to retake the course.

3. Complete COE Field Lab Experience Requirements

3.1 Complete 40 hours of field lab experience requirements embedded within each ALP Program.

3.1.1 ALP Elementary Program requires 10 hrs of observation for each of the following courses: ED 401, ED 412, ED 493, ED 495.

3.1.2 ALP Secondary Program requires 10 hrs of observation for each of the following courses: ED 401, ED 462, ED 474, ED 495.

3.1.3 ALP Special Education Program requires 10 hrs of observation for each of the following courses: SPED 401, SPED 465, SPED 475, SPED 485.

3.2 Complete and submit the Field Lab Experience/ Practicum Log Sheets to the instructor of record during the semester you are enrolled in the course.

3.3 In the capstone courses (ED 496/ED 496L & SPED 497/SPED 497L) complete and submit a Competency Based Artifact Binder to the instructor of record

3.3 Complete all coursework with a B or better.

4. Complete NNMC and COE Exit Requirements

4.1 Certify with an advisor that you have completed 1 - 3 graduation requirements.

4.2 Complete an NNMC Application to Graduate.
 (See NNMC's academic calendar for deadlines)
 (Refer to the NNMC Registrar for information)

4.3 Complete an NNMC Petition to Graduate.
 (See NNMC's academic calendar for deadlines)
 (Refer to the NNMC Registrar for information)

4.4 As a requirement of the NNMC Petition to Graduate schedule an appointment with an advisor and the College of Education Dean to obtain signatures.

4.5 Provide evidence of passing the State of New Mexico required Assessments.

4.6 Complete any other NNMC Requirements to graduate.

(See NNMC's academic calendar for deadlines)

D.) Endorsements – BA and ALP Teacher Candidates may add the following endorsements to their teaching license:

Teaching English as a Second or Other Language (TESOL) and Bilingual Education

1. Complete TESOL or Bilingual Program Education Requirements (24 cr each)

Bilingual Education (24 cr)

Pre-requisites SPAN 101 AND SPAN 102

*These courses are taught in Spanish

EDBE 403 Foundations of Bilingual/ESL Multicultural Education (3)

* EDBE 305 Spanish Literacy for Bilingual Education (3) *

* EDBE 306 Spanish for the Bilingual Classroom (3) *

EDBE 406 Methods and Materials of Teaching Bilingual/ESL (3)

EDBE 412 Formal/Informal Assessments (3)

EDBE 416 Second Language Acquisition (3)

* EDBE 481 Linguistics and Phonetics for the Bilingual Teacher (3) *

* EDBE 482 Spanish Language and Folklore of New Mexico for the Bilingual Teacher (3) *

TESOL (Teachers of English for Speakers of Other Languages) (24 cr)

EDTE 403 Foundations of Bilingual/ESL Multicultural Education (3)

EDTE 406 Methods and Material of Teaching Bilingual/ESL (3)

EDTE 408 Approaches to Teaching English Literacy Skills (3)

EDTE 412 Formal/Informal Assessment (3)

EDTE 414 Introduction to Linguistics (3)

EDTE 416 Second Language Acquisition (3)

Language electives (6)

1.1 Complete all coursework with a C or better in order not to have to retake the course.

2. Complete NNMC and COE Exit Requirements

2.1 Certify with an advisor that you have completed graduation requirements.

2.2 Provide the College of Education evidence of passing the TESOL or La Prueba Assessment.