

# NORTHERN NEW MEXICO COLLEGE



## Department of Teacher Education Student Handbook

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**Teacher Education Center**

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## Department of Teacher Education

The Department of Teacher Education (DTE) at Northern New Mexico College (NNMC) takes pride in the following vision, mission and values.

### Vision

The Department of Teacher Education at Northern New Mexico College embraced the college vision of having a culture of quality learning and responsiveness to students. The DTE extends the vision to include the preparation of high quality and innovative educators that celebrate the uniqueness on Northern New Mexico's multicultural and multilingual students and communities in order 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

The Department of Teacher Education has the following:

#### Dispositions:

- A belief that all students can learn; and
- 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; and
- Sustainable partnerships across the institution, with our public schools and among the pueblos.

## Department of Teacher Education Conceptual Framework

The Conceptual Framework for the Department of Teacher Education at Northern New Mexico College is represented by two enduring symbols. The *Vallero Star* a motif of the Rio Grande Hispanic weaving tradition and the *Avanyu*, an enduring Native American Pueblo symbol of water and life. The *Vallero Star* is an eight pointed star that began appearing in Mexican, Navajo, and Rio Grande weaving in the mid to late 1800's. The origin of the star can be traced back to the fifteenth century Spanish carpet trade. The weaving motif symbolizes the importance of building community by the sharing of knowledge, skills and dispositions that serve the greater good. The eight teacher competency areas, Curriculum, Instruction, Teaching, Learning, Assessment, Professionalism, Diversity, and Collaboration as well as the skills of Planning and

Technology and the Dispositions of Fairness, A Belief that All Students Can Learn, and Ethical Behavior are each represented as a point of the star. The *Avanyu*, Pueblo symbol of the unity of water and life, is used as a circle to encapsulate the importance of the sharing of knowledge, skills and dispositions represented by the *Vallero Star*. The *Avanyu* symbolizes the importance of water to a desert people and epitomizes the need for creativity and reflection for survival. We believe that creativity and reflection are characteristics that are necessary in the development of expert teachers.

The outermost circle of the framework contains the words, “Celebrating the uniqueness of northern New Mexico’s multicultural, multilingual students and communities,” representing the joy of working in a region that celebrates long held traditions that espouse the building of community as the foundation for hope and success for all students.

The DTE has developed the conceptual framework that incorporates the entry-level competencies to prepare teacher candidates. The following shall serve as standards for the licensing of all teacher education programs through the Department of Teacher Education at Northern New Mexico College and reflect the **knowledge, skills and dispositions** required of beginning teachers.

### **Knowledge Principle**

- **Knowledge Principle 1, Curriculum:** The teacher candidate demonstrates knowledge of the content area and approved curriculum.
  - **INTASC Standard One: Subject Matter.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines the teacher candidate teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- **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 candidate understands and uses a variety of instructional strategies to encourage the students’ development of critical thinking, problem solving and performance skills.
- **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 candidate uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- **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 candidate understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
- **Knowledge Principle 5, Assessment:** The teacher candidate effectively utilizes student assessment techniques and procedures.

- **INTASC Standard Eight: Assessment.** The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners.
- **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. The teacher candidate demonstrates a willingness to examine and implement change as appropriate.
  - **INTASC Standard Five: Learning Environment.** The teacher candidate 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.
  - **INTASC Standard Nine: Reflection and Professional Development.** The teacher candidate 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 seek out opportunities to grow professionally.
- **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 candidate 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.
- **Knowledge Principle 8, Collaboration:** The teacher candidate works productively with colleagues, parents and community.
  - **INTASC Standard Ten: Collaboration, Ethics and Relationships.** The teacher candidate communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students’ learning and well-being.

## Skills Principle

- **Skill 1, Utilization of Technology:** 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.
- **Skill 2, Utilization of Planning and Assessment Tools** : Skills in designing, implementing and adjusting lessons, unit, and integrated plans to develop effective learning experiences. Skills in designing and implementing multiple assessment instruments.
  - **INTASC Standard Seven: Planning Instruction.** The teacher candidate plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

## **Dispositions Principle**

- **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.
- **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.

## **Purpose of this Handbook**

The information in this handbook is your guide as you prepare to be a teacher. The handbook provides policies, procedures and requirements in the Department of Teacher Education at Northern New Mexico College. The provisions of this handbook are not to be considered as an irrevocable contract between the teacher candidate and the Department of Teacher Education. While every effort is made to ensure the accuracy of the information available in this handbook, the Department of Teacher Education reserves the right to make approved changes and will make every effort to notify teacher candidates of changes.

## **Pathways to Success: Student Success Checklist**

### **Before Classes Begin:**

- Schedule advising with a Department of Teacher Education faculty advisor at least one time every semester;
- Submit and have on file with the Department of Teacher Education a program application with current information; and
- Have a current background clearance on file with the Field Experience and Placement Office.

### **Steps to Academic Success:**

- Maintain the specific GPA determined by the Department of Teacher Education to remain in good standing in the program;
- Demonstrate the Teacher Candidate Dispositions and standards defined in the Department of Teacher Education's Conceptual Framework;
- Follow the selected program's scope and sequence;
- Complete Field experiences during the course for which the field experience is required;
- Complete Practicum hours during the registered semester;
- Participate in professional growth activities;
- Adhere to course, department and institution deadlines; and
- Take the appropriate New Mexico Teacher Assessments and have passing scores on file with the Department of Teacher Education.

### **Transitioning Out of College into Career:**

- Meet with a Department of Teacher Education faculty advisor for a degree check;



- Complete the Petition to Graduate and complete the online graduation application;
- Review the New Mexico Teacher Code of Ethics;
- Review NAEYC Ethical Code of Conduct;
- Attend careers fairs and events; and
- Apply for licensure with the New Mexico Public Department of Teacher Education.

## **Admission Procedures**

### **Associate of Arts Degree**

Admission to the Associate of Arts in Early Childhood Education or the Associate of Arts in Elementary Education program

1. **DTE Advisement** - Phone or email to schedule an appointment to obtain advisement by a Department of Teacher Education Advisor, 505-747-5431, Teacher Education Center, Room 203. [www.COE@nnmc.edu](http://www.COE@nnmc.edu)
2. **NNMC Admission** – Obtain or retain current admission status with Northern Mexico College Admissions Office. Teacher candidates may apply or reapply online at <https://nnmc.edu/home/student-gateway/admissions/> 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 Admission Form** – Submit and have on file with the DTE, a program admission form with current information. This form can be found in the appendices of this handbook or at the Department of Teacher Education Administrative Office, Teacher Education Center, 505-747-5431.
4. **Declaration of Major** – Declare a major with NNMC Registrar’s Office. Teacher candidates may choose either an AA in Early Childhood Education or an AA in Elementary Education. A change of major form can be found at the NNMC Registrar Office, 505-747-2115 or online at [https://nnmc.edu/wp-content/uploads/2020/07/Change-Major\\_Change-Catalog\\_fillable.pdf](https://nnmc.edu/wp-content/uploads/2020/07/Change-Major_Change-Catalog_fillable.pdf).
5. **Favorable Background Check** – Provide results of your background check to the DTE Administrative Office, Teacher Education Center, Room 203, 505-747-5431.
6. **Registration** – See your teacher education program advisor to register for an education course or courses.
7. **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.

### **Bachelor of Arts Degree**

Admission to the Bachelor of Arts in Early Childhood (Age 3 to Grade 3) Licensure, Non-Licensure, Elementary Education (K-8) Licensure, or Elementary Education (K-8) Non-Licensure

1. **DTE Advisement** – Phone or e-mail to schedule an appointment to obtain advisement by a Department of Teacher Education Advisor, 505-747-5431, Teacher Education Center, Room 203, [www.COE@nnmc.edu](http://www.COE@nnmc.edu).

2. **NNMC Admission** - Obtain or retain current admission status with Northern Mexico College Admissions Office. Teacher Candidates may apply or reapply online at <https://nnmc.edu/home/student-gateway/admissions/> 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 2.3 and complete credits of coursework toward an Associate of Arts in Early Childhood Education or Elementary Education. (See current NNMC catalog for details).
4. **Complete a Bachelor of Arts in Elementary Education Application Packet** – Provide the DTE a complete program application with current information. This application and rubric can be found in the appendices of the handbook and on the Department of Teacher Education web page found at <https://nnmc.edu/home/academics/schools-and-departments/college-of-education/> web site, or it can be picked up at the Department of Teacher Education Administrative Office, 505-747-5431.

**The application packet includes:**

- **Application for acceptance into the BA Program.**
- **Letter of Intent:** a one-page typed letter stating a) reasons for wanting to become a teacher, b) experience, and c.) personal strengths.
- **Personal Philosophy of Education Statement:** a one-page statement describing personal beliefs about a) education, b) learning, and c) working with students.
- **Assurance Form**
- **Unofficial transcripts:** to be submitted to the Department of Teacher Education Administrative Office, Teacher Education Center, Room 203, 505-747-5431.
- **Two Professional Letters of Recommendation.**
- **Evidence of a favorable background check:** the report must be provided to the Department of Teacher Education prior to beginning student teaching. Administrative Office, Teacher Education Center, Room 203, 505-747-5431.
- **Proof of a passing score on the required NMPED assessments (Licensure programs only):** Please refer to the Public Education Department for more information, <https://webnew.ped.state.nm.us/bureaus/licensure/teacher-assessments/>.
- Completed application materials will be reviewed by the Department of Teacher Education and teacher candidates will be advised accordingly.
- **BA Entrance Interview (Sophomore Status)** – After all application materials have been received and prior to acceptance into the BA Program, potential candidates will be interviewed by the DTE Interview Committee.
- **Transfer Students:** 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.

**Alternative Licensure Program Certificate-**

Admission to the Alternative Licensure Program in Education (K-8), Secondary Education (7-12), and Special Education (K-12)

1. **DTE Advisement** – Phone or email to schedule an appointment to obtain advisement by a Department of Teacher Education Advisor, 505-747-5431, Teacher Education Center, Room 203, [www.COE@nmmc.edu](mailto: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 <https://nmmc.edu/home/student-gateway/admissions/> 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 one from the following program: 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** - Provide the DTE a complete program application with current information. The application and rubric can be found in the appendices of the handbook and on the Department of Teacher Education web page found at [www.nmmc.edu](http://www.nmmc.edu) web site, or it can be picked up at the Department of Teacher Education Administrative Office, 505-747-5431.

**The application packet includes:**

- **Application for acceptance into the ALP program.**
- **Letter of Intent:** a one-page typed letter stating a) your reasons for wanting to become a teacher, b) experience, and c) personal strengths.
- **Personal Philosophy of Education Statement:** a one-page statement that describes your beliefs about a) education, b) learning, c) working with students.
- **Assurance Form**
- **Unofficial copies of your transcripts:** to the Department of Teacher Education Administrative Office, Teacher Education Center, 505-747-5431.
- **Two (2) Professional Letters of Recommendation.**
- **Evidence of a favorable background check:** The report must be provided to the Department of Teacher Education Administrative Office, Teacher Education Center, 505-747-5431.
- **ALP Entrance Interview** – After all application materials have been received and prior to acceptance into the ALP Program, potential candidates will be interviewed by the DTE Interview Committee.

## **Associate of Arts Degrees with Scope and Sequence**

### **Associate of Arts in Early Childhood Education**

The Associates in 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. Upon completion of this program students will be able to demonstrate the entry level competencies of the New Mexico Early Childhood Education, Birth-Grade Three Competencies. The program provides a seamless transition to the Department of Teacher Education's Bachelor Degree in Early Childhood Education. The General Education requirements are 31 credits, and the Early Childhood Education Foundational courses are 29 credits, with a **total of 60 credit hours**.

<b>AA Early Childhood General Education Requirements – 31 Credits</b>					
<b>Area</b>	<b>Required</b>	<b>CR</b>	<b>Options</b>	<b>CR</b>	<b>Total Required Cr</b>
Communications	ENGL 1110	3	ENGL 1120 ENGL 1210	3 3	6
Mathematics			MATH 1350 MATH 1220 MATH 1130 ENGR 1121 & ENGR 1122	3 3 3 2 2	3
Laboratory Sciences with Lab			Choice	4	4
Social/Behavioral Sciences			Choice	3	3
Humanities			Choice	3	3
Fine Arts			Choice	3	3
Additional 9 Credit Hours	COMM 1130	3	One Civics Course HIST 1110 HIST 1120 POLS 1110 POLS 1120 SOC 2310 One Literature Course ENGL 1410 ENGL 2310 ENGL 2650 ENGL 2660	3 3 3 3 3 3 3 3 3 3	9
<b>Early Childhood Education Foundational Courses – 31 Credits</b>					
<b>Course Number</b>	<b>Course Title</b>				<b>Credits</b>
ECED 1110	Child Growth, Development and Learning				3
ECED 1115	Health, Safety, Nutrition				2
ECED 1120	Guiding Young Children				3
ECED 1125	Assessment of Children and Evaluation of Programs				3
ECED 1130	Family and Community Collaboration				3
ECED 2110	Professionalism				2
ECED 2115	Introduction to Language, Literacy and Reading				3
ECED 2120	Curriculum Development through Play, Birth through Age 4				3
ECED 2121	Curriculum Development, Birth through Age 4 Practicum				2
ECED 2130	Curriculum Development & Implementation, Birth through Age 4				3
ECED 2131	Curriculum Development, Birth through Age 4, Practicum				2

**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 the Department of Teacher Education’s Bachelor Degree in Elementary Education. The General Education requirements are 31 credits, the Professional Preparation Requirements are 16 credits, and Professional Program requirements are 13 credits, with **a total of 60 credit hours.**

<b>Elementary Education General Education Requirements – 31 credits</b>					
<b>Area</b>	<b>Required</b>	<b>CR</b>	<b>Options</b>	<b>CR</b>	<b>Total Required CR</b>
Communications	ENGL 1110	3	ENGL 1120 ENGL 1210	3 3	6
Mathematics			MATH 1350 MATH 1220 MATH 1130 ENGR 121L & ENGR 122L	3 3 3 2 2	3
Laboratory Sciences with lab			Choice	4	4
Social/Behavioral Sciences			Choice	3	3
Humanities			Choice	3	3
Fine Arts			Choice	3	3
Additional 9 Credit Hours	COMM 1130	3	One Civics Course HIST 1110 HIST 1120 POLS 1110 POLS 1120 SOVI 2310 One Literature Course ENGL 1410 ENGL 2310 ENGL 2650 ENGL 2660	 3 3 3 3 3  3 3 3 3	9
<b>Professional Preparation Requirements – 16 credits</b>					
<b>Area</b>					<b>Total Required CR</b>
Math Elective					3
Laboratory Science Elective					4
Social or Behavioral Science Elective					3
Humanities/Language Requirement					6

<b>Elementary Education Foundational Requirements – 13 credits</b>		
<b>Course number</b>	<b>Course name</b>	<b>Credits</b>
EDUC 1120	Introduction to Education	3
EDUC 1190	Introduction to Education Practicum	1
EDUC 2221	Educational Psychology	3
EDUC 2330	The Effective Classroom	3
EDUC 2440	Teaching Elementary School Math	3

### **Bachelor of Arts Degrees with Scope and Sequence**

#### **Bachelor of Arts in Early Childhood Education: Age 3 – Grade 3 (Licensure)**

The Department of Teacher Education at Northern New Mexico College offers an Early Childhood Education Bachelor's degree leading to a New Mexico Early Childhood Teacher license. This competency-based program is part of the New Mexico Early Childhood Higher Education Articulation and will prepare students to teach children age 3 through grade 3. Upon successful completion of the BA program and passing scores on the required New Mexico Teacher Assessments, teacher candidates will be eligible to apply for a teacher license through the New Mexico Public Department of Teacher Education. Graduates of the program will be able to provide high-quality care and education to young children through experiential learning and developmentally appropriate practices. The general education and elective coursework totals fifty-three (53) credits, the early childhood foundational coursework includes sixty-seven (67) credits, for a program total of **one hundred and twenty (120) credits**.

<b>Early Childhood Education General Education Requirements – 31 credits</b>					
<b>Area</b>	<b>Required</b>	<b>CR</b>	<b>Options</b>	<b>CR</b>	<b>Total Required CR</b>
Communications	ENGL 1110	3	ENGL 1120 ENGL 1210	3	6
Mathematics			MATH 1130 MATH 1220 MATH 1350 ENGR 1121L & ENGR 1122L	3 3 3 2 2	3
Laboratory Sciences with Lab			Choice	4	4
Social/Behavioral Sciences			Choice	3	3
Humanities			Choice	3	3
Fine Arts			Choice	3	3
Additional 9 Credit Hours	COMM 1130	3	One Civics Courses HIST 1110 HIST 1120 POLS 1110 POLS 1120	3 3 3 3	9

			SOCI 2310 One Literature Course	3 3	
			ENGL 1410	3	
			ENGL 2310	3	
			ENGL 2650	3	
			ENGL 2660	3	
<b>Professional Preparation Requirements (22 NMPED Additional General Education Requirements)</b>					
<b>Area</b>			<b>Total Required</b>		
Math Elective			3		
Laboratory Science Elective			4		
Social or Behavioral Science Elective			3		
Humanities, Fine Arts or Language Electives			6		
Electives/Test Prep			6		
<b>Early Childhood Foundational Requirements NMPED Licensure – 67 Credits</b>					
<b>Course Number</b>	<b>Course Title</b>			<b>Credits</b>	
ECED 1110	Child Growth, Development and Learning			3	
ECED 1115	Health, Safety, & Nutrition			2	
ECED 1120	Guiding Young Children			3	
ECED 1125	Assessment of Children & Evaluation of Programs			3	
ECED 1130	Family and Community Collaboration			3	
ECED 2110	Professionalism			2	
ECED 2115	Introduction to Language, Literacy & Reading			3	
ECED 2120	Curriculum Development-Birth through Age 4			3	
ECED 2121	Curriculum Development-Birth through Age 4 Practicum			2	
ECED 2130	Curriculum Development & Implementation-Age 3 to Grade 3			3	
ECED 2131	Curriculum Development & Implementation Practicum-Age 3-Grade 3			2	
ECED 3302	Research in Child Growth and Development			3	
ECED 3303	Family, Language & Culture			3	
ECED 3304	Young Children with Diverse Abilities			3	
EDUC 3310	Teaching and Diagnosis of Reading			3	
ECED 4475	Teaching and Learning Math & Science			3	
ECED 4476	Teaching and Learning Reading & Writing			3	
ECED 4477	Teaching and Learning Social Studies, Fine Arts, and Movement			3	
ECED 4478	Teaching and Learning Practicum			2	
EDUC 4495	Assessment & Evaluation of Student Learning in the Culturally & Linguistically Diverse Classroom			3	
<b>CAPSTONE</b>					
ECED 4479	Student Teaching			11	
ECED 4480	Student Teaching Seminar			1	

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

The Elementary Education program is designed for teacher candidates to earn a baccalaureate degree in Elementary Education. Upon successful completion of the BA program and passing scores on the required State and New Mexico Teacher Assessments, teacher candidates will be eligible to apply for a teacher license through the New Mexico Public Department of Teacher Education. The program meets the New Mexico Public Department of Teacher Education's (PED) Entry-level Teacher Competencies – the Interstate New Mexico Teacher Assessment and Support Consortium (INTASC) Standards. This program prepares teacher candidates to work in diverse educational settings in grades kindergarten through eight. The program will incorporate and align licensure course offerings with the TESOL endorsement competencies as well as incorporate a stronger focus on working with exceptional students within the inclusive classroom environment. The TESOL and InTASC competency alignment will ensure that all Bachelor of Arts in Elementary Education graduates will earn a TESOL endorsement as part of program requirements. The General Education requirements are 31 credits, the Professional Preparation NMPED Additional General Education requirements are 16 credits, the Professional Preparation NMPED Licensure requirements are 49 and the endorsement or content area teaching field is 24 credits, with **a total of 120 credits**. Teacher candidates can choose from one of the following (1) Bilingual endorsement or one of four (4) content area teaching fields; Social Studies, Language Arts, Mathematics, and Science.

<b>Elementary Education General Education Requirements – 31 credits</b>					
<b>Area</b>	<b>Required</b>	<b>Cr</b>	<b>Choice</b>	<b>Cr</b>	<b>Total Required Cr</b>
Communications	ENGL 1110	3	ENGL 1120 ENGL 1210	3	3
Mathematics			MATH 1350 MATH 1220 MATH 1130 ENGR 121L & ENGR 122L	3 3 3 2 2	3
Laboratory Sciences with Lab			Choice	4	4
Social/Behavioral Sciences			Choice	3	3
Humanities			Choice	3	3
Fine Arts			Choice	3	3
Additional 9 Credit Hours	COMM 1130	3	One Civics Courses POLS 1110 POLS 1120 SOCI 2310 HIST 1110 HIST 1120 One Literature Course ENGL 1410	3 3 3 3 3 3	9



		ENGL 2310	3	
		ENGL 2650	3	
		ENGL 2660	3	

**Professional Preparation Requirements (16 NMPED Additional General Education Requirements)**

Area	Total Required
Math Elective Pre-Requisite: Math 1215	3
Laboratory Science Elective	4
Social or Behavioral Science Elective	3
Humanities/Language Electives	6

**Elementary Education Foundational Requirements NMPED Licensure (49 credits)**

Course Number	Course Title	Credit
EDUC 1120	Introduction to Education	3
EDUC 1190	Introduction to Education Practicum	1
EDUC 2221	Educational Psychology	3
EDUC 2330	The Effective Classroom	3
EDUC 2440	Teaching Elementary School Math	3
EDUC 3310	Teaching and Diagnosis of Reading	3
EDUC 3314	Introduction to Linguistics	3
EDUC 3322	Math for Educators	3
EDUC 4450	Foundations of Pedagogy and Learning in the Multicultural Classroom	3
SPED 4455	The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom	3
EDUC 4460	Reading and Writing Across Content Areas in Culturally & Linguistically Diverse Classrooms	3
EDUC 4475	Methods, Strategies and Materials for Diverse Learners	3
EDUC 4495	Assessment and Evaluation of Student Learning in the Culturally & Linguistically Diverse Classrooms	3
<b>CAPSTONE</b>		
EDUC 4479	Student Teaching	11
EDUC 4480	Student Teaching Seminar	1

**Endorsement or Content Teaching Requirements-Choose 1 (one) of the following (24 credits)**

**Bilingual Endorsement (24 Credits)** (\*Courses taught in Spanish.) Successful passing of the New Mexico Spanish Proficiency Assessment is required for Bilingual Endorsement.

Course Number	Course Title	Credit
EDBE 3305	*Spanish Literacy for Bilingual Education	3
EDBE 3306	*Spanish for the Bilingual Classroom	3
EDBE 4403	Foundations of Bilingual/ESL Multicultural ED	3
EDBE 4406	Methods and Materials of Teaching Bilingual/ESL	3
EDBE 4412	Formal/Informal Assessments	3
EDBE 4416	Second Language Acquisition	3
EDBE 4481	*Linguistics and Phonetics for the Bilingual Teacher	3

EDBE 4482	*Spanish Language and Folklore for New Mexico for the Bilingual Teacher	3
<b>Social Studies (24 Credits – minimum of 12 upper division)</b> (History, Geography, Economics, Civics, Government) <i>Credits must meet the NMPED 6.64.6 NMAC Competencies for Entry-level history, geography, economics, civics and government teachers.</i>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
Social Studies Elective		3
<b>Language Arts (24 Credits – minimum of 12 upper division)</b> <i>*Credits must meet the NMPED 6.64.2 NMAC Competencies for Entry-level language arts teachers.</i>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
Language Arts Elective		3
<b>Mathematics (24 Credits – minimum of 12 upper division)</b> <i>*Credits must meet the NMPED 6.64.4 NMAC Competencies for Entry-level mathematics teachers.</i>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
Mathematics Elective		3
<b>Science (24 Credits – minimum of 12 upper division)</b> <i>*24 credits of science electives that meet the NMPED remaining 6.64.5 NMAC Competencies for Entry-level science teachers.</i>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
Science Elective		
Science Elective		
Science Elective		

Science Elective		
Science Elective		
Science Elective		
Science Elective		
Science Elective		

### **Alternative Licensure Program with Scope and Sequence**

The Department of Teacher Education is accredited by the New Mexico Public Education Department and nationally accredited by NCATE and is CAEP eligible. 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 (K-8<sup>th</sup> grades) work in diverse education settings in grades kindergarten through eight, Secondary Education (7<sup>th</sup>-12<sup>th</sup> grades) work in diverse educational settings in grades seven through twelve, Special Education (K-12<sup>th</sup> grades) work with students with special needs and acquire strategies that are effective for all learners in grades kindergarten through twelve.

#### **Alternative Licensure Program: Elementary Education**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
EDUC 3310	Teaching and Diagnosis of Reading	3
EDUC 3322	Math for Educators	3
EDUC 4450	Foundations of Pedagogy and Learning in the Multicultural Classroom	3
SPED 4455	The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom	3
EDUC 4460	Reading and Writing Across Content Areas in Culturally & Linguistically Diverse Classrooms	3
EDUC 4495	Assessment and Evaluation of Student Learning in the Culturally Linguistically Diverse Classroom	3
EDUC 4480	Student Teaching Seminar	1
EDUC 4497L	Student Teaching	2

#### **Alternative Licensure Program: Secondary (7-12)**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
EDUC 4450	Foundations of Pedagogy and Learning in the Multicultural Classroom	3
SPED 4455	The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom	3
EDUC 4460	Reading and Writing Across Content Areas in Culturally & Linguistically Diverse Classrooms	3
EDUC 4475	Methods and Materials for Diverse Learners	3
EDUC 4495	Assessment and Evaluation of Student Learning in the Culturally Linguistically Diverse Classroom	3

EDUC 4480	Student Teaching Seminar	1
EDUC 4497L	Student Teaching	2

### Alternative Licensure Program: Special Education (K-12)

Course Number	Course Title	Credits
EDUC 3310	Teaching and Diagnosis of Reading	3
EDUC 3322	Math for Educators	3
EDUC 4450	Foundations of Pedagogy and Learning in the Multicultural Classroom	3
SPED 4455	The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom	3
EDUC 4475	Methods and Materials for Diverse Learners	3
EDUC 4495	Assessment and Evaluation of Student Learning in the Culturally Linguistically Diverse Classroom	3
EDUC 4480	Student Teaching Seminar	1
EDUC 4497L	Student Teaching	2

### Field Experiences, Procedures, Placement and Student Teaching Requirements

The Department of Teacher Education at Northern New Mexico College offers professional core courses towards teacher licensure. Field experiences are required with partnering school sites. 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 with the practical aspect of teaching and learning. Field experiences begin once the teacher candidate enrolls in the Department of Teacher Education (DTE) courses.

Field experience activities range from general to structured observations and apply to theoretical coursework and are grounded in clinical practices. Field experiences are coordinated, supervised, and assessed in relationship to a classroom setting.

#### Field Experiences (AA, BA)

- The field experiences are taken as a co-requisite course as outlined in the course schedule and program requirements. Field experiences are embedded within the course of study which may include placement within specific areas of study. Delaying or failing to complete any such experiences may negatively impact the course grade, as well as the field experience course grade.
- *Site-Request Form* must be completed during the initial orientation for courses with field experiences.
- Background checks must be initiated promptly. Failure to complete a background check may result in a delay with field experiences.
- All NNMC students must wear proper student identification tags while visiting schools during any field experience.

- All NNMC students must sign-in and sign-out during each field experience visit. Students will check with each school for instructions regarding sign-in and sign-out procedures.
- All field experiences must be completed during the course for which that field experience is required. Field experience *Log Sheets* and *Disposition* form(s) must be submitted to the Instructor of Record for that assigned course.

### Student Teacher Candidates (BA)

- All teacher candidates **must** complete a *Site-Request Form* one semester **prior** to beginning their full-time student teaching experience.
- **BA teacher candidates must** request their placement *by the previous semester*.
- For student candidates that are employed by a school district or school agency, they must disclose they are employees. The Department of Teacher Education recognizes that many student candidates would be unable to complete their student teaching experience if they were forced to take a leave of absence. The Field Placement Coordinator will work collaboratively with the school site administrator/school mentor to provide student the necessary support to continue in their school/district position while also meeting all student teaching experiences as outlined in the course description and syllabus.
- School/district administrator must give permission for student teaching candidate to complete placement experience at designated site
- Prior to the semester of student teaching, student teacher candidates will complete a *Pre-Student Teaching Interview* conducted by a DTE 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.
- Background checks must be initiated promptly. Failure to complete a background check may result in a delay with field experiences.
- All NNMC students must wear proper student identification tags while visiting schools during any field experience.
- Sixteen weeks of full-time 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.
- Student teacher candidates are permitted **five** absences during their 16 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.

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

### **Student Teacher Candidates (ALP)**

- All ALP teacher candidates **must** complete a *Site-Request Form* one semester **prior** to beginning their full-time student teaching experience.
- **ALP teacher candidates must** request their placement *during the previous semester*.
- For student candidates that are employed by a school district or school agency, they must disclose they are employees. The Department of Teacher Education recognizes that many student candidates would be unable to complete their student teaching experience if they were forced to take a leave of absence. The Field Placement Coordinator will work collaboratively with the school site administrator/school mentor to provide student the necessary support to continue in their school/district position while also meeting all student teaching experiences as outlined in the course description and syllabus.
  - School/district administrator must give permission for student teaching candidate to complete placement experience at designated site
- Background checks must be initiated promptly. Failure to complete a background check may result in a delay with field experiences.
- All NNMC students must wear proper student identification tags while visiting schools during any field experience.
- All NNMC students must sign-in and sign-out during each field experience visit. Students will check with each school for instructions regarding sign-in and sign-out procedures.
- All field experiences must be completed during the course for which that field experience is required.
- Sixteen weeks of full-time 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.
- Student teacher candidates are permitted **five** absences during their 16 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.
- In addition, teacher candidates will be required to complete a *Post-Student Teaching Interview* with the DTE teacher education screening committee nearing the culmination of their experiences.

### **Placement Procedures**

- The Field Placement Coordinator, in collaboration with District designee, will place the teacher candidate at the approved school site. Efforts will be made to honor the candidate's request for site preference. Final placement decisions are maintained by the participating school district. To ensure experiences of a variety of placements and sites, all placements will be recorded and reviewed prior to placement each semester.

- Before placement, a *Site-Request* form must be completed by the candidate requesting his/her first and second school site preferences.
- For student candidates that are employed by a school district or school agency, they must disclose they are employees. The Department of Teacher Education recognizes that many student candidates would be unable to complete their student teaching experience if they were forced to take a leave of absence. The Field Placement Coordinator will work collaboratively with the school site administrator/school mentor to provide student the necessary support to continue in their school/district position while also meeting all student teaching experiences as outlined in the course description and syllabus.
  - School/district administrator must give permission for student teaching candidate to complete placement experience at designated site
- Student candidates who wish to appeal their placement must file with the Chair of Education and will be reviewed by the appeals committee.

### **Student Teaching Requirements- Final Capstone Experience (BA, ALP)**

- Sixteen weeks of full-time 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.
- Student teacher candidates are permitted **five** absences during their 16 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.

### **Classroom Procedures, Requirements and Responsibilities**

#### **Behavior Guidelines**

##### **The following guidelines must be followed at all times:**

- Teacher candidates are to remember that they are guests in the school.
- 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.
- 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.
- Teacher candidates are asked to follow these behavior guidelines:
- 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.
- Candidates are not to chew gum during observations or bring food or drink to a site visit.
- Personal use of cellphones is prohibited.
- Firearms or other weapons (e.g., knives) are illegal.\*
- Site-based School equipment (e.g., computers) are not for personal use and prohibited.

- Alcohol, tobacco, and drugs are prohibited at schools.
- Inappropriate advance to either students or faculty will not be tolerated.\*
- Any form of sexual harassment will not be tolerated.\*
- Interactions with students and faculty should be appropriate and educational, NOT intimate.\*
- Obscene vulgar language and slang expressions are not appropriate.\* See\* *Code of Ethics* with the Public Education Department website and NAEYC Code of Ethical Conduct: <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>  
[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)

### **Child Abuse Reporting**

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 experience. *If the teacher candidate believes he/she has evidence or suspicion of possible child abuse, it is imperative to discuss the concern in confidence with the mentor teacher immediately. By law, suspected child abuse or neglect is required to be reported to a regulatory agency Children Youth and Family Department (CYFD at 1-855-333-SAFE (7233)). It is not sufficient to only report suspicions of child abuse and neglect to mentors or direct supervisors/principals.*

### **Classroom Emergencies**

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 experience.

### **Classroom Management**

- 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.
- 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*). Early education teacher candidates follow the NM Teacher Competencies for Early Childhood Education.



- Teacher Candidates (BA) and Field 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.
- ECE Practicum Candidates are assessed using the *NNMC ECE Teacher Candidate Evaluation Rubric* which includes the Common Core Content and competencies regarding classroom management.
- Student teacher candidates and field experience candidates create a *Classroom Management Plan* as part of their Professional Competency-Based Collection of Artifacts.

### **Confidentiality Issues**

Field 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.

### **Contact, Staff, and Parent(s)/Guardian(s)**

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.

### **Failure to Act**

- 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 candidates are 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.
- A special effort must be made to maintain respectful, calm, and developmentally appropriate strategies at all times.
- 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.

### **Field Trips**

Field experience and student 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 instruction program. *Teacher candidates are*

*not to lead field trips off school grounds. Teacher candidates may attend field trips without the presence of the mentor teacher.*

### **Non-instructional and Extracurricular Duties**

Field experience and student teacher candidates are to participate actively in all duties and responsibilities of the mentor teacher/supervisor. 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.

### **Full-time Student Teacher Candidates as Substitute Teachers**

The practice of substituting is not allowed during the full-time student teaching experience unless the Student Teacher Candidate is employed as a long-term substitute and is the teacher of record for only one school site and school placement.

### **Professional Development Opportunities**

- Student teachers may participate in all professional development opportunities in correspondence with their mentor teachers during the 16 weeks of student teaching.
- Student teachers will document and submit professional development hours towards contact hours via *NNMC Log Sheet*.

## **Student Responsibilities**

### **Background Checks**

- Statute 22-10-3.3 NMSA 1978: Local school boards and regional education cooperative shall develop policies and procedures to require background check 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.
- 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.
- NNMC Teacher Education candidates (early childhood) must follow background check requirements as required by their site placements.

### **Professional Liability Issues and Coverage**

- 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 or NEA) 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.

- 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.
- In addition, protect yourself by purchasing a professional liability policy for a local insurance agency or through the national Education Association (505) 982-1916, [www.nea-nm.org](http://www.nea-nm.org) and/or the American Federation Teachers (505) 266-6638, <http://nmaft.org>

### **Advisement**

- Teacher candidates should receive advisement each semester. Teacher candidates are encouraged to come in as soon as possible but at least four weeks before the semester starts and again at midterm to obtain advisement.
- Teacher candidates are encouraged to phone, visit, or email to schedule an appointment to obtain advisement by a Department of Teacher Education Advisor, 505-747-5431, Teacher Education Center, Room 203, [www.COE@nmmc.edu](mailto:www.COE@nmmc.edu)
- Teacher candidates must adhere to the important deadlines outlined in the Northern New Mexico College's Academic Calendar.
- Teacher candidates can obtain a more detailed course schedule (DTE Internal Schedule) which provides specific face-to-face meeting dates. Please pick up at Department of Teacher Education Internal Course Schedule at DTE Administrative Office, Teacher Education Center, Room 203, email [COE@nmmc.edu](mailto:COE@nmmc.edu) at 505-747-5431.
- Teacher candidates are required to register for a course or courses the semester of admission and acceptance into the program.
- 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 – 18 months, 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.

### **Books**

- Teacher candidates are required to obtain required book(s) prior to the first day their course begins. Please adhere to the NNMCC Course Schedule available online at [www.nnmc.edu](http://www.nnmc.edu).
- Book information can be obtained from Northern New Mexico College website via the bookstore link. Teacher candidates will need the course number in order to look up the book information on the bookstore website.

## Blackboard Courses

- 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.
- By activating a personal NNMC Gmail Account, teacher candidates have access to the google suite which includes access software that can be utilized to email instructors, write papers and create presentations.
- Teacher candidates who need Blackboard orientation should contact the Center of Distance Education Officer at 505-747-5428. Information regarding blackboard can be found at <http://distance.nnmc.edu/>
- Teacher candidates who are having technical difficulties with Blackboard should contact the Center of Distance Education Officer at 505-747-5428. Information regarding blackboard can be found at <http://distance.nnmc.edu/>

## E-Mail

- Teacher candidates are required to activate a NNMC email account and use it for college correspondence.
- The NNMC DTE faculty and staff will not correspond with students via personal email.
- Teacher candidates can activate their NNMC email by visiting [www.nnmc.edu](http://www.nnmc.edu) and following the steps to activate email.
- Teacher candidates who are having technical difficulties with email should contact NNMC IT Services at 505-747-2259 or [itservice@nnmc.edu](mailto:itservice@nnmc.edu)

## 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>
- NNMC Teacher Education candidates (early childhood) must be knowledgeable of the NAEYC Ethical Code of Conduct:  
[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)

## Standards of Conduct –

- Refer to NNMC Academic Catalog, <https://nnmc.edu/home/academics/catalogs/>
- Teacher candidates must comply with the New Mexico Public Education Department's 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.
- Teacher candidates (early childhood) are responsible for understanding and complying with the NAEYC of Code of Ethical Conduct:

[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\\_09202013update.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)

- In addition, NNMC also has standards of conduct. Refer to NNMC Academic Catalog, <https://nnmc.edu/home/academics/catalogs/>.

## Cyber-Bullying

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

### Departmental Processes, Policies and Information (NNMC Catalog Supersedes Departmental Policy)

## Good Standing Designation

- Teacher candidates must be enrolled in coursework aligned to their respective programs and making satisfactory progress to program completion
- Teacher candidates in their respective programs are required to maintain a specific minimum cumulative GPA; and obtain a specific individual grade for individual courses.
- Teacher candidates pursuing an AA are required to maintain a minimum cumulative GPA of 2.75; obtaining grades of a C- or better for individual courses. Teacher candidates who receive below a C- will have to retake the course for it to count towards graduation requirements.
- Teacher candidates pursuing a BA are required to maintain a minimum cumulative GPA of 2.75; obtaining a grade of a C- or better for individual courses. Teacher candidates who receive below a C- will have to retake the course for it to count towards graduation requirements.
- Teacher candidates pursuing an endorsement to a teaching license are required to maintain a minimum cumulative GPA of 2.75; obtaining grades of a C- or better for individual courses. Teacher candidates who receive below a C- will have to retake the course for it to count towards graduation requirements.
- **If satisfactory growth toward competency is not evident, the following steps will be taken:** 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.

- The teacher candidate will sign a *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.
- 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.
- 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 discretion of a committee representative of faculty and staff.

### **Incomplete Policy**

- Refer to NNMC Academic Catalog, <https://nnmc.edu/home/academics/catalogs/>

### **Grading Procedures for Practicum and Student Teaching Experience**

- **Field Experience (Practicum) AA:** Field experience 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.
- **Field Experience 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.
- **Field Experience ALP:** 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.

### **Dispositions Checklist Assessment**

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

### **Dispositions Checklist Interventions**

- 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 *Dispositions 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*.

- 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.
- 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**

**Appeals for Grading:** Refer to NNMC College Catalog.

### **Chain of Command**

- A teacher candidate wanting to address a concern or resolve an issue related to their program of study must follow the chain of command.
- The first level is the student, the second level is the instructor, and the third level is the Department of Teacher Education Chair.
- The issue or concern brought to the ARD Committee or the Department of Teacher Education Chair may be documented.

### **Grade or Performance Intervention**

- The faculty members/instructors may facilitate a conference with teacher candidates to review a concern(s) about their grade or performance.
- 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 Department of Teacher Education folder.
- If the teacher candidate does not fulfill the candidate *Growth Plan*, then he/she may be placed on probation until the candidate's *Growth Plan* is met. The requirements of candidate's *Growth Plan* may take precedence over the requirements of the course syllabus.
- 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.**

## Candidate Growth Plan

- The faculty member may facilitate a conference with the teacher candidate to review a concern with their grade or performance.
- Based on the concern with the teacher candidate's grade or performance, the faculty member may develop an informal or formal *Growth Plan* no later than the first week after midterms. The instructor must file documentation of the candidate's *Growth Plan* in their Department of Teacher Education program folder.
- 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.
- 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.**

## Intervention Policy

- Northern New Mexico Department of Teacher 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 DTE.
- Appeals may be made based on academic standing, unfavorable disposition reports, issues involving field placement, unfavorable background check.

## Dismissal from the Educational Program

- 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.
- 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.
- 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.
- Teacher candidates may be dismissed if he/she does not work towards receiving proficient dispositions checklists, as described in the Dispositions Checklists Section.
- Teacher candidates may be dismissed if he/she does not receive a favorable background check, as described in the Field Placement Section.
- Teacher candidates may be dismissed if he/she does not comply with the New Mexico Code of Conduct and the NNMC Standards of Conduct and cyberbullying, as described in the Standards of Conduct and Cyberbullying sections.