

# **LUNA COMMUNITY COLLEGE**

## **Teacher Education**

### **Associate of Arts**

#### *PROFILE REPORT*

**2012-2015**

## **Program Description, Program Outcomes and Course Learning Objectives**

**TEACHER EDUCATION**  
**Associate of Arts**

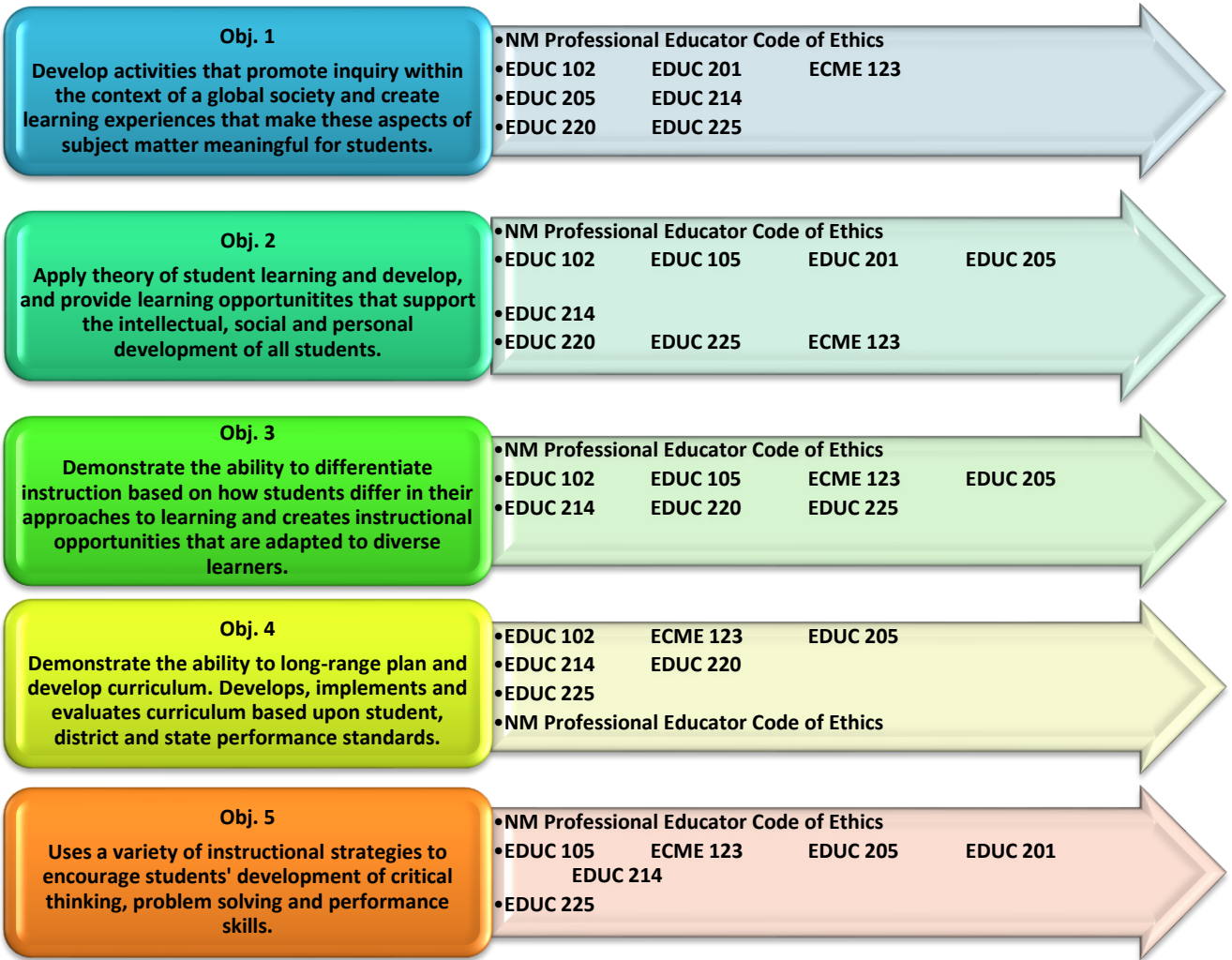
The Associate of Arts Degree in Teacher Education includes courses in the general field of elementary and secondary education as well as supplementary courses that may reflect an area of specialization. The degree also prepares the student for a career as an educational paraprofessional. Students pursuing this program are encouraged to pursue a Bachelor of Arts degree in elementary or secondary education.

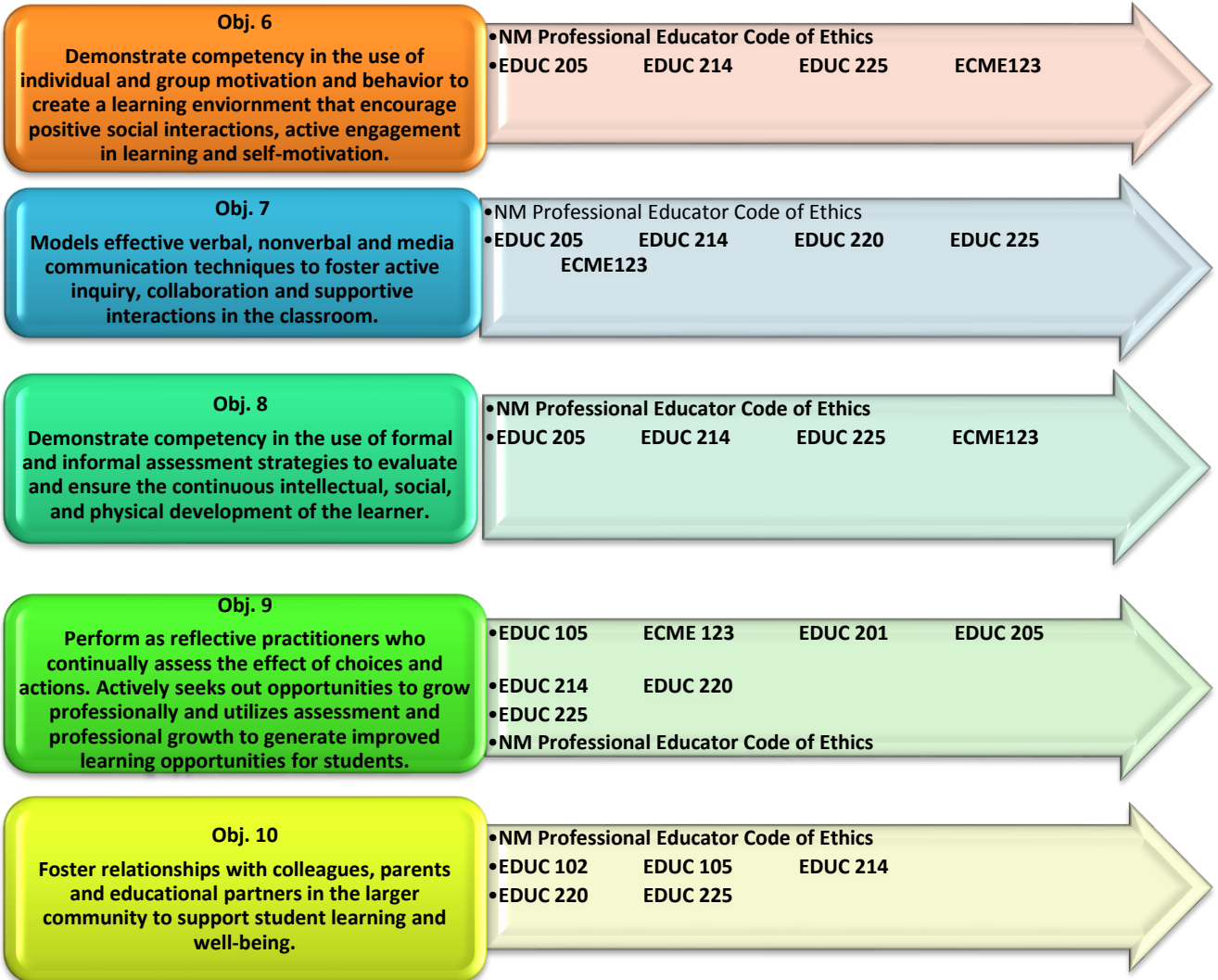
<b>Degree Requirements</b>	<b>Credit Hours: 62</b>
<b>General Education Core</b>	<b>36</b>
<b>Area I. Communications</b>	
ENG111 Freshman Composition I	3
ENG115 Freshman Composition II	3
SPCH111 Public Speaking	3
<b>Area II. Mathematics</b>	
MATH180 College Algebra	4
<b>Area III. Laboratory Science</b>	8
<b>Area IV. Social and Behavioral Sciences</b>	6
<b>Area V. Humanities and Fine Arts ~ from at least 2 disciplines</b>	6
HIST220 History of New Mexico	3
 <b>PROGRAM REQUIREMENTS</b>	 <b>23</b>
ECME123 Introduction to Reading and Literacy Development	3
EDUC102 Health, Safety, and Nutrition	2
EDUC105 Introduction to Teaching	3
EDUC201 Child growth, development, and learning	3
EDUC205 Teaching Elementary School Mathematics	3
EDUC214 Introduction to Special Education	3
EDUC220 Multicultural Education	3
EDUC225 Teacher Education Practicum	3
<b>Related Studies</b>	<b>3 credit hours</b>
CSA150 Computer Fundamentals	3

## **PROGRAM OBJECTIVES**

1. Develop activities that promote inquiry within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for students
2. Apply theory of student learning and develop, and provide learning opportunities that support intellectual, social and personal development of all students.
3. Demonstrate the ability to differentiate instruction based on how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Demonstrate the ability to long-range plan and develop curriculum Develops, implements and evaluates curriculum based upon student, district and state performance standards.
5. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
6. Demonstrate competency in the use of individual and group motivation and behavior to create a learning environment that encourage positive social interactions, active engagement in learning and self-motivation.
7. Models effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interactions in the classroom.
8. Demonstrate competency in the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner
9. Perform as reflective practitioners who continually assess the effect of choices and actions. Actively seeks out opportunities to grow professionally and utilizes assessment and professional growth to generate improved learning opportunities for students.
10. Foster relationships with colleagues, parents and educational partners in the larger community to support student learning and well-being.

## Program Objectives





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**ECME123 - Introduction to Reading and Literacy Development****Credit Hours: 3****(Equivalent to State articulated course: Introduction to Language, Literacy and Reading)**

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research-based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented. NM Common Course Number: READ2113.

**Course Objectives:**

- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the development sequence of language and literacy, including the influence of culture and home factors. A.8
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
- Develop partnerships with family members to promote early literacy in the home. C.8
- Establish partnerships with community members in promoting literacy. C.10
- Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level. D.4
- Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. D.7
- Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9
- Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. E.10
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.11

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**EDUC102- Health, Safety and Nutrition****Credit Hour: 2**

This course provides information related to standards and practices that promote children's physical and mental well-being, sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest. NM Common Course Number: ECED1122.

**Course Objectives:**

- Recognize and respond to each child’s physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1
- Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.2
- Use appropriate health appraisal and management procedures and makes referrals when necessary. B.3
- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4
- Establish an environment that provides opportunities and reinforcement for children’s practice of healthy behaviors that promote appropriate nutrition and physical and psychological well being. B.5
- Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.6
- Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.7
- Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.8

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**EDUC105 – Introduction to Teaching****Credit Hours: 3**

This course provides an orientation to the profession of teaching. It is an introduction to the historical, philosophical, and sociological foundations, current trends, and issues in education. Students will use the above foundations to develop strategies related to problems, issues, and responsibilities in the broad and specific educational arenas.

**Course Objectives:**

- Describe the teaching and learning of various American education settings including early childhood, elementary, middle school, high school, and special education.
- Analyze current employment outlook trends in the educational field.
- List the New Mexico Teaching Credential requirements.
- Identifies ethical practices for the classroom teacher.
- Maintains a collection of relevant and education materials and resources.
- Articulate knowledge of sound teaching practices and current educational issues.
- Develop a personal philosophy of teaching and learning.
- Identifies cognitive learning theories.
- List effective teaching strategies that meet differing learning styles in the classroom.
- Identify systems of governance and support in American Education.

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized. NM Common Course Number: ECED1113.

**Course Objectives:**

- Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1
- Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2
- Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3
- Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4
- Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7
- Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8
- Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9
- Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10
- Use appropriate guidance to support the development of self-regulating capacities in young children A.11



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**EDUC205 – Teaching Elementary School Math****Credit Hours: 3**

This course offers methods, materials, and curriculum of modern mathematics in the elementary school. Observation and laboratory periods are required. Prerequisite: [MATH106](#).

- Identify and apply a sound problem solving process to a variety of mathematical problems involving elementary arithmetic operations.
- Describe and apply a variety of problem solving strategies to individual problems.
- Identify and apply instructional algorithms to basic arithmetic operations.
- Demonstrate elementary arithmetic algorithms using manipulative that include: mats, strips, units, sets, blocks, and bars.
- Demonstrate an understanding of elementary number theory.
- Demonstrate the ability to work with integers.
- Demonstrate the ability to work with rational numbers.
- Plan, Design, and Present instructional units in mathematics articulated to the Common Core, state standards, and national standards.

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**EDUC214 – Introduction to Special Education****Credit Hours: 3**

Identification of exceptional children with respect to educational opportunities; current concepts and goals of special education; specific consideration of educational programs; and a survey of trends and professional opportunities.

**Learning Objectives:**

- Describe the historical development of special education and expected future trends.
- Identify state and federal laws and regulations, as well as significant litigation, which pertain to learners with exceptionalities.
- Articulate a personal philosophy of inclusive education and mainstreaming practice.
- Describe the steps in the IEP process, procedural safeguards and legal responsibilities of educators as they pertain to assessment, verification, placement and delivery of services.
- State the definition of each disability category covered by IDEA..
- Identify community resources available for special needs children and their families.
- Describe the needs of other “exceptional” children, such as gifted, at-risk and linguistically diverse learners who also need accommodations to fully benefit from the general classroom program.

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**EDUC220 – Multicultural Education****Credit Hours: 3**

This course offers a study of educational trends, issues, and teaching methods and strategies necessary to teach respect and tolerance in diverse settings.

**Learning Objectives:** Upon successful completion of this course, with a minimum of C or better.

- Demonstrate a clear understanding of the goals of multicultural education.
- Describe strategies and teaching techniques for use in a multicultural classroom.
- Describe how culture and background impact individual learning and teaching.
- Develop activities that are responsive to diverse population through planned activities and apply differing approaches to learning opportunities.

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**EDUC225 – Teacher Education Practicum****Credit Hours: 3**

This course provides students with the opportunity to plan, implement, and evaluate their personal strategies within a K-12 classroom setting and/or within a setting approved by the department director.

A total of 39 contact hours within a classroom setting will be required for this class. Prerequisite:

[EDUC102](#). Corequisites: First Aid/CPR Certification and Criminal Record Clearance.

**Learning Objectives:**

- Models effective classroom management and list various techniques for management vs dictatorship
- Models and encourages positive social interactions.
- Develops activities and transitions that guide students to be focused.
- Designs lesson plans that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and mental challenges.
- Creates short and long-term plans that are linked to student needs, performance, and learning styles.
- Adheres to the educator code of ethics and professional standards.
- Uses classroom observation and research as sources for evaluating the outcomes of teaching and learning knowledge as a means to support his/her own development as a teacher.
- Prepare a philosophy of teaching and education