

LUNA COMMUNITY COLLEGE

Teacher Education

Associate of Arts

2012-2015

Program Description, Program Outcomes and
Course Learning Objective

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.

Degree Requirements	Credit Hours: 62
General Education Core	36
Area I. Communications	
ENG111 Freshman Composition I	3
ENG115 Freshman Composition II	3
SPCH111 Public Speaking	3
Area II. Mathematics	
MATH180 College Algebra	4
Area III. Laboratory Science	8
Area IV. Social and Behavioral Sciences	6
Area V. Humanities and Fine Arts ~ from at least 2 disciplines	6
HIST220 History of New Mexico	3
 PROGRAM REQUIREMENTS	 23
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
Related Studies	3 credit hours
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.

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 phonemic awareness, literacy problem solving skills, fluency, vocabulary, comprehension, and language development. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. An integrated language arts perspective and an interdisciplinary approach as it addresses developing writing, reading, and oral language in the home and school contexts will be addressed. 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.

Learning Objectives:

- Demonstrate knowledge of the impact and the inter-relatedness of socio-cultural and political contexts on development and learning. (I.F)
- Describe the relationship between children's language development and cognitive, social, and emotional development. (I.G)
- Describe the relationship between language development and cognitive development. (I.H)
- Describe how adults support the child's use of verbal, non-verbal, and alternative means of communication. (I.I)
- Identify various sources of information and materials (including sources in families' home languages) that are appropriate for and relevant to each family. (III.C)
- Identify a variety of literacy materials suitable for use in the home. (III.H)
- Identify ways to develop partnerships with community members in promoting child and family literacy(III.J)
- Describe the sequence of oral language development. (IVa.D.)
- Identify and describe ways in which early childhood professionals and programs can adapt curriculum content to meet the needs of all children, including those with special needs. (IVa.F)
- Describe the effect of bias on children, families and communities. (IVa.G)
- Describe the role of play in young children's growth and learning in each developmental domain. (IVb.H)

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 the prevention of childhood illnesses and communicable diseases. The course examines the many nutritional factors that are important for children's total development, healthy eating habits, physical activity, and rest. Students gain knowledge necessary for creating safe learning environments for decreasing risk and preventing childhood injury. NM Common Course Number: ECED1122.

Learning Objectives:

- Identify individual physical, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions. (II.A)
 - Describe, design, and maintain indoor and outdoor learning environments that are free of hazards/risks and that promote physical and emotional well-being of infants, toddlers, preschoolers, and school-age children. (II.B)
 - Identify appropriate resources for referral for a variety of conditions and situations. (II.C)
 - Explain the importance of recognizing and properly reporting signs of emotional distress, child abuse, and neglect to families, administrators, and colleagues. (II.D)
 - List opportunities for children to practice healthy behaviors through daily routines that include hand-washing, teeth-brushing, face-washing, rest/sleep time, active movement, and healthy snacks/meals. (II.E)
 - Identify the varied signs of fatigue in young children. (II.F)
 - Design activities that promote children's health and nutrition, such as health fairs, public information displays, growth and developmental screenings, dental screenings, and nutritional counseling. (II.G)
 - Identify opportunities in the early childhood setting for young children to develop decision-making and interpersonal skills for promoting healthy physical and psychological behaviors. (II.H)
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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.

Learning Objectives:

- Describe the teaching and learning of various American education settings including early childhood, elementary, middle school, high school, and special education.
 - Analyzes current employment outlook trends in the educational field.
 - Lists 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.
 - Lists effective teaching strategies that meet differing learning styles in the classroom.
 - Identify systems of governance and support in American Education.
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This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the foundation for becoming competent early childhood professionals and knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all aspects of development, including biological-physical, social, cultural, emotional, and language domains. The adult's role in supporting each child's growth, development and learning will be emphasized. NM Common Course Number: ECED1113.

Learning Objectives:

- Explain how developmental variations and family culture, language, and environment influence a child's growth and development. (I.A)
- Describe ways in which biological, maturational, and environmental factors interact to influence the growth and development of children. (I.B)
- Identify activities and strategies that facilitate individual growth and learning. (I.C)
- Articulate a personal philosophy of acceptance and respect for all children. (I.D)
- Describe the inter-relatedness of physical/motor, social/emotional, language/cognitive and adaptive/living skills in early childhood education. (I.E)
- Define the major components of the social, political, and cultural contexts as they influence children's development and learning. (I.F)
- Describe the relationship between children's language development and cognitive, social, and emotional development. (I.G)
- Observe and describe the language use of infants, toddlers, preschoolers, and school-age children in the context of family and culture. (I.H)
- Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication. (I.I)
- Observe and describe how adults facilitate children's ability to identify and express their feelings in appropriate ways. (I.J)
- List several factors that support the development of self-regulatory capacities in children. (I.K)

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.
- Demonstrate the ability to work with real numbers.

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.

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.

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.
- Compose a philosophy of teaching and education