We believe that **ALL** students can succeed and it is the role of the teacher to nurture, inspire, and motivate **ALL** students to succeed.

The most unfortunate mistake we can make as teachers, is believing that a student doesn’t care or doesn’t want to learn.  
The truth is  
They simply have not been reached.  
Reach out...

To Teach is to Inspire...

To light a fire, not to fill a vessel.
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### Faculty & Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Wink, Interim Director</td>
<td>428-1347</td>
<td><a href="mailto:dawn.wink@sfcc.edu">dawn.wink@sfcc.edu</a></td>
</tr>
<tr>
<td>Gerry Harris, Lead Admin Assistant</td>
<td>428-1256</td>
<td><a href="mailto:geraldine.harris@sfcc.edu">geraldine.harris@sfcc.edu</a></td>
</tr>
<tr>
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<td>428-1610</td>
<td><a href="mailto:annabelle.black@sfcc.edu">annabelle.black@sfcc.edu</a></td>
</tr>
<tr>
<td>Bethany Muller, Faculty</td>
<td>428-1749</td>
<td><a href="mailto:bethany.muller@sfcc.edu">bethany.muller@sfcc.edu</a></td>
</tr>
<tr>
<td>Colleen Pfeifer, Faculty</td>
<td>428-1361</td>
<td><a href="mailto:colleen.pfeifer@sfcc.edu">colleen.pfeifer@sfcc.edu</a></td>
</tr>
</tbody>
</table>
Conceptual Framework
Santa Fe Community College Teacher Academy

Mission
The SFCC Teacher Academy mission is to professionally prepare critically reflective and culturally responsive educators who expect and support the success of each and every student, and to significantly contribute to the quality of education in New Mexico and beyond.

Vision
Our vision is that SFCC Teacher Academy graduates will serve as advocates for social justice and as leaders and change agents for the transformation of education. Our teacher candidates will fully engage in the cultural, political, and economic life of our democratic society, and by example, will inspire students, families, school districts, and the communities they serve.

Core Values
Critically Reflective Teaching: Engage in continuous, critical reflection to improve the effectiveness of teaching and learning.

Professionalism: Uphold and demonstrate high ethical, pedagogical, and leadership standards.

Diversity: Respect the uniqueness of each individual and address the diverse needs of each learner.

Collaboration and Community: Engage in professional collaboration with other educators and respect and value the central role of family, community, and culture in the learning process.

Candidate Dispositions
The professional attitudes, values, beliefs, and positive behaviors that support student learning and development as demonstrated through their interactions with students, families, colleagues, and communities. These are based on the SFCC Teacher Academy Core Values.

Critically Reflective Teaching:
Candidate Dispositions:
- Is able to think critically and effectively solve problems
- Seeks and accepts help when needed
- Reflects upon his/her teaching practice for continuous improvement
- Accepts critical feedback in a professional manner

Professionalism:
Candidate Dispositions:
- Addresses issues/concerns in a professional manner
- Is enthusiastic toward teaching and learning
- Understands and complies with laws, policies, and ethical standards of the profession
- Demonstrates academic honesty
Maintains confidentiality as appropriate
Advocates for social justice in education

Diversity:

Candidate Dispositions:
Recognizes and addresses the learning differences among students
Considers and is informed by diverse opinions and perspectives
Values the methodology of differentiated instruction
Respects the uniqueness of individuals and cultures

Collaboration and Community:

Candidate Dispositions:
Collaborates with peers and supports their development
Promotes family involvement in the educational process
Communicates in a positive and professional manner with peers, family and community
New Mexico Alternative Licensure Requirements

I. Degree Requirements

   A. Bachelor’s degree (or higher) from a regionally accredited college or university.
      a. Secondary (7-12) Licensure students must have 30 undergraduate semester hours (OR a Master’s/Doctoral Degree with 12 graduate credits) in a teaching field.
      b. Early Childhood Licensure students must have 30 undergraduate semester hours (OR a Master’s/Doctoral Degree with 12 graduate credits) in early childhood related coursework.

   B. See Public Education Department (PED) website for details on the various licensure pathways: www.ped.state.nm.us/Licensure
      Email PED at LicensureUnit@state.nm.us or phone at 505-827-5821.

II. New Mexico Teacher Assessment (See pages 12-13 for details).

III. Professional Education Requirement: The Teacher Academy program credit hours are listed below:

       Early Childhood (B-3) 21 credit hours
       Elementary (K-8)      21 credit hours
       Secondary (7-12)     18 credit hours
       Special Ed. (K-12)   21 credit hours
Admission to the Program

A complete application packet includes:
- Teacher Academy Application
- Three Professional Reference Letters (current within five years)
- Official Transcripts (from all colleges/universities previously attended)
- New Mexico Teacher Assessment Basic Skills report (passing score or proof of registration)
- Candidate Agreement

Candidates are provisionally admitted to the program pending submission of all application materials and successful completion of:
- K-12: EDUC 201A: Orientation to the Teaching Profession
- EDUC 201B: The Critically Reflective Teacher.
- Early Childhood (B-3): EDUC 250: ECE Profession in NM
- EDUC 251: Foundations of ECE

You will receive a letter of full acceptance to the Teacher Education Program once the department receives and reviews the following:
1. A complete application packet as described above
2. Successful completion of pre-requisite courses listed above
3. Copy of passing score results of NMTA Basic Skills
4. Reflection on Dispositions (Due to instructor of 201B on November 1st (fall semester), April 1st (spring semester), July 15th (summer semester)

*Candidates who have been inactive for 5 or more years must re-apply to the program.

Grounds for Dismissal from the Program

A candidate may be dismissed from the program under any of the following circumstances:
- SFCC EDUC GPA drops below a 3.0
- Candidate earns a grade of “D” or “F” in two EDUC classes
- Candidate violates the SFCC Student Code of Conduct (refer to SFCC Student Handbook)

Note: Course grades lower than a C- will not count toward completion of this program.

Registration

Students in the K-12 Teacher Academy who have been fully accepted into the program are responsible for registering for remaining courses in the program. On-going students should register during Early-Bird registration and make payment before the disenrollment date (see Academic Calendar on JACK) to ensure availability in desired courses. It is highly recommended that you take courses in the order they are sequenced. You may register for classes online or on campus. To register for classes go to www.sfcc.edu and click on “online registration”. You may also make payment online or by calling the cashier’s office at (505) 428-1211.

Note: It is your responsibility to be aware of payment deadlines. Students are automatically dropped from classes for non-payment by the SFCC registration system.

Logging on to SFCC
Students may access their grades, transcripts, schedules and Textbook information (including room locations), etc... and update their information by logging on to our website: www.sfcc.edu and then logging on to JACK. You can also go directly to JACK by typing http://jack.sfcc.edu.
Programs of Study

Early Childhood (Birth-Grade 3) 21 credit hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 250*</td>
<td>ECE Profession in NM</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 251</td>
<td>Foundations of ECE</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 252</td>
<td>Family and Community Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 253</td>
<td>Curriculum Development &amp; Learning Environments in ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 254</td>
<td>Assessment &amp; Evaluation in ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 255</td>
<td>Early Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 256</td>
<td>Early Literacy II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 257</td>
<td>Supervised Field Experience in ECE</td>
<td>3</td>
</tr>
</tbody>
</table>

*The early childhood program has a pre-requisite of ECED 111: Child Growth & Development (or equivalent)
*Prerequisite for full admission to the early childhood program and all courses in the program.

Elementary Program (K-8) 21 credit hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201a*</td>
<td>Orientation to the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 201b*</td>
<td>The Critically Reflective Teacher</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>Theories: Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Curriculum &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 204</td>
<td>Effective Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 205</td>
<td>Fundamentals of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 206E</td>
<td>Teaching Reading: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 214L</td>
<td>Supervised Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

*Prerequisites for full admission to the program and all courses in the program numbered 202 and above.
Students may only take 201A and 201B in their first semester.

Secondary Program (7-12) 18 credit hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201a*</td>
<td>Orientation to the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 201b*</td>
<td>The Critically Reflective Teacher</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>Theories: Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Curriculum &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 204</td>
<td>Effective Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 206S</td>
<td>Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 214L</td>
<td>Supervised Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

*Prerequisites for full admission to the program and all courses in the program numbered 202 and above.
Students may only take 201A and 201B in their first semester.
Special Education Program (K-12)  
21 credit hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201a*</td>
<td>Orientation to the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 201b**</td>
<td>The Critically Reflective Teacher</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 202**</td>
<td>Theories of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 208</td>
<td>Exceptionalities &amp; Placement</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 209</td>
<td>Evaluation &amp; IEP</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Curriculum &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 204</td>
<td>Effective Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 205</td>
<td>Fundamentals of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 213</td>
<td>Reading For Special Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 214L</td>
<td>Supervised Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

*Prerequisite for admission to the program and all courses in the program.

**Prerequisites for any student that does not hold a regular teaching license or has not completed equivalent education coursework.

Students may only take 201A and 201B in their first semester.

Special Notes:
- It is recommended that students take no more than two courses in the summer session due to the intensity and short duration of the summer semester.
- All courses are not offered each semester so please work with your advisor to plan your schedules strategically.

Program Sequence:
Most students complete the program within one or two years of beginning, depending on their individual schedules, family and work obligations.

<table>
<thead>
<tr>
<th>Begin Summer Semester</th>
<th>Begin Fall Semester</th>
<th>Begin Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer I:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 201A (1 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 201B (2 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall I:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 202 (3 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 203 (3 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring I:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 204 (3 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 205 (3 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(for elementary &amp; special education) OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 206S (3 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(for secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer II:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 206E (3 cr.)</td>
<td>(for elementary) OR</td>
<td></td>
</tr>
<tr>
<td>EDUC 213 (3 cr.)</td>
<td>(for special education) &amp;</td>
<td></td>
</tr>
<tr>
<td><strong>Fall II:</strong></td>
<td>EDUC 214 (3 cr.)</td>
<td></td>
</tr>
<tr>
<td><strong>Fall I:</strong></td>
<td>EDUC 201A</td>
<td></td>
</tr>
<tr>
<td>EDUC 201B</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring I:</strong></td>
<td>EDUC 202</td>
<td></td>
</tr>
<tr>
<td>EDUC 203</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer I:</strong></td>
<td>EDUC 204 (3 cr.)</td>
<td>(for elementary &amp; special education) OR</td>
</tr>
<tr>
<td>EDUC 205 (3 cr.)</td>
<td>(for elementary &amp; special education) OR</td>
<td></td>
</tr>
<tr>
<td>EDUC 206S (3 cr.)</td>
<td>(for secondary)</td>
<td></td>
</tr>
<tr>
<td><strong>Fall II:</strong></td>
<td>EDUC 206E (3 cr.)</td>
<td>(for elementary) OR</td>
</tr>
<tr>
<td>(for elementary) OR</td>
<td>EDUC 213 (3 cr.)</td>
<td>(for special education) &amp;</td>
</tr>
<tr>
<td>EDUC 214</td>
<td>(for special education) &amp;</td>
<td>EDUC 214</td>
</tr>
</tbody>
</table>
Program Costs

Tuition fees: www.sfcc.edu

Financial Assistance

Pell Grant
Teacher Academy students may be eligible for a Federal Pell Grant. You may apply for federal financial aid online at: http://www.fafsa.us/index.htm. Contact the Financial Aid Office for more information (438-1269).

Other Scholarship Options
For information on other scholarship options offered by New Mexico visit http://hed.state.nm.us

Important Websites

New Mexico Public Education Department
www.ped.state.nm.us

New Mexico Teacher Assessments
www.nmta.nesinc.com

Teach New México
www.teachnm.org

Teacher Education Department
http://www.sfcc.edu/programs/teacher_education/teacher_certification

Technology
Many of the courses in the program use online support sites. Logging on is easy! Go to: www.sfcc.edu/dl. This will bring you to the SFCC Distance Learning page. Follow the directions provided on this page to log on to your online course or support site. If you run into technical difficulties, please contact:

Office of Information Technology Help Desk 505-428-1222 helpdesk@sfcc.edu
National Evaluation System (NES) for NM
For more information go to http://www.nmta.nesinc.com/NM14_requirements.asp

In order to be eligible to apply for a level-one provisional teaching license you must pass all required portions of NES (according to your licensure and endorsement area):

- **Essential Academic Skills (Subtests I, II, III):** In order to be fully admitted to the Teacher Academy, you must provide NES score reports (hard copies) that reflect passing scores on the Essential Academic Skills exams. Failure to submit this report by the end of the first semester of enrollment may result in withdrawal from courses and dismissal from the program.

### Initial Licensure Requirements

<table>
<thead>
<tr>
<th>Teaching License</th>
<th>Testing Requirements for an Initial License</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood (B–3)</td>
<td>• Essential Academic Skills (Subtests I, II, and III)</td>
</tr>
<tr>
<td></td>
<td>• New Mexico Assessment of Teacher Competency (Early Childhood)</td>
</tr>
<tr>
<td>Elementary Education (K–8)</td>
<td>• Essential Academic Skills (Subtests I, II, and III)</td>
</tr>
<tr>
<td></td>
<td>• Assessment of Professional Knowledge: Elementary</td>
</tr>
<tr>
<td></td>
<td>• Elementary Education (Subtests I and II)</td>
</tr>
<tr>
<td></td>
<td>• Essential Components of Elementary Reading Instruction</td>
</tr>
<tr>
<td>Grades PreK–12 Teaching</td>
<td>• Essential Academic Skills (Subtests I, II, and III)</td>
</tr>
<tr>
<td></td>
<td>• Assessment of Professional Knowledge (Elementary OR Secondary)</td>
</tr>
<tr>
<td></td>
<td>• Content knowledge assessment—<em>For the first endorsement</em> on the license, the appropriate content knowledge assessment is required in Art; English Language Arts; English to Speakers of Other Languages (ESOL); Family and Consumer Sciences; French; General Science; German; Health; Mathematics; Music; Physical Education; Reading; School Library Media Specialist; Social Science; OR Spanish.</td>
</tr>
<tr>
<td>Middle Level Education (5–9)</td>
<td>• Essential Academic Skills (Subtests I, II, and III)</td>
</tr>
<tr>
<td></td>
<td>• Assessment of Professional Knowledge (Elementary OR Secondary)</td>
</tr>
<tr>
<td></td>
<td>• Content knowledge assessment—<em>For the first endorsement</em> on the license, the appropriate content knowledge assessment is required in Art; English to Speakers of Other Languages (ESOL); Family and Consumer Sciences; French; German; Health; Middle Grades English Language Arts; Middle Grades General Science; Middle Grades Mathematics; Middle Grades Social Science; Music; Physical Education; Reading; School Library Media Specialist; Social Science; OR Spanish.</td>
</tr>
<tr>
<td>Secondary Education (7–12)</td>
<td>• Essential Academic Skills (Subtests I, II, and III)</td>
</tr>
<tr>
<td></td>
<td>• Assessment of Professional Knowledge (Secondary)</td>
</tr>
<tr>
<td></td>
<td>• Content knowledge assessment—<em>For the first endorsement</em> on the license, the appropriate content knowledge assessment is required in Art; English Language Arts; English to Speakers of Other Languages (ESOL); Family and Consumer Sciences; French; General Science; German; Health; Mathematics; Music; Physical Education; Reading; School Library Media Specialist; Social Science; OR Spanish.</td>
</tr>
<tr>
<td>Special Education (PreK–12)</td>
<td>• Essential Academic Skills (Subtests I, II, and III)</td>
</tr>
<tr>
<td></td>
<td>• Assessment of Professional Knowledge (Elementary OR Secondary)</td>
</tr>
<tr>
<td></td>
<td>• Content knowledge assessment in Special Education</td>
</tr>
</tbody>
</table>
Santa Fe Community College
Teacher Academy—Teacher Certification Program
Policy: Transfer of Courses

The Teacher Academy may accept up to 6 credits for transfer if you have equivalent coursework from another institution.

In order to maintain the quality and integrity of our program and to ensure that our students meet the knowledge, skill, and disposition outcomes we have set forth for the program, the following policies have been set to govern transfer of courses, course substitutions, and course waivers:

In order for a course to be considered for transfer:

1. **A course must have been taken within the last five years.** A course taken more than five years prior to the date the request for transfer is submitted will only be considered for transfer if the student can provide documentation of:
   - on-going & successful teaching experience (including a resume and at least three professional reference letters from a past or present supervisor (principal, director of curriculum and instruction, mentor teacher, superintendent, etc…) **A current teaching license if applicable; OR**
   - a comprehensive, reflective essay on the course for which you are requesting a waiver in no more than 2 pages that addresses the corresponding competencies for your licensure level (see NM Entry-Level Competencies/Licensure Rules or click on the appropriate link below):

   Early Childhood (Birth through Grade 3)
   Elementary (K-8)
   Secondary (7-12)
   Special Education (K-12)

2. **A course transfer application must be completed that includes the following attachments:**
   
   **Required:**
   - An official transcript in a sealed envelope (if not already on file) OR
   - A copy of an official transcript (if official is already on file) AND
   - A course description (from the college or university)

   **Optional (but highly recommended):**
   - A detailed course syllabus

**Transcript Requests**

All requests for SFCC official transcripts must be submitted in writing (signature and social security number required) to the records office at SFCC. For specific instructions visit the SFCC Records Office page at: [http://www.sfcc.edu/registrar](http://www.sfcc.edu/registrar)

The department cannot legally provide copies of any transcripts from other institutions submitted with your application materials. You may access an unofficial SFCC transcript by logging into your SFCC Jack account: [https://jack.sfcc.edu/cp/home/displaylogin](https://jack.sfcc.edu/cp/home/displaylogin)
Course Descriptions

EDUC 201a: Orientation to the Teaching Profession (1 credit)
There is an orientation to the teaching profession and to the conceptual framework for the Teacher Academy Teacher Certification Program. Students reflect on their individual dispositions and on their experiences as learners in order to examine perceptions and assumptions they hold about teaching and learning. In addition, students examine the ways in which teacher beliefs influence learning. Additional topics include Teacher Academy conceptual framework, core values, teacher candidate competencies and proficiencies, demands of the profession, leadership, teacher reflection, and aspects of education. This course includes a structured 5 hour field component. Permission required.

EDUC 201b: The Critically Reflective Teacher (2 credits)
An exploration of the role of critically reflective teachers in diverse educational settings. Students demonstrate a commitment to the development and practice of self-directed reflection as applied to teaching and learning. Students explore how reflection-in-action and reflection-on-action guide instructional decision-making. This course includes a 10 hour field component.

EDUC 202: Theories of Teaching and Learning (3 credits)
Examines the teaching and learning process in relation to historical, theoretical, philosophical, and social foundations of education. Students develop an awareness of expected developmental progressions and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains. Students learn how to apply instructional strategies that promote learning. This course includes a structured 10 hour field component.

EDUC 203: Curriculum and Assessment (3 credits)
Focuses on planning effective instruction, designing and analyzing meaningful assessment based on students' needs and on district and state standards. Specific strategies focus on differentiating instruction, designing a conceptually based curriculum, and analyzing standards for alignment with curriculum content and outcomes. Students learn how to use assessment data to direct their teaching practices and curriculum development. This course includes a structured 10 hour field component.

EDUC 204: Effective Teaching (3 credits)
Focuses on effective instructional processes, techniques and procedures to help teachers lead their classrooms toward high levels of student success. Students learn practical keys and strategies for increased student motivation and learning in a diverse classroom. The processes of social, emotional, physical and cognitive development from birth through adolescence and their implications for student learning are reviewed. Students examine a variety of classroom management models for understanding classroom behaviors and educational strategies that are effective in helping all students succeed. This course includes a structured 10 hour field component.

EDUC 205: Fundamentals of Reading Instruction (3 credits)
Prepares students to apply research-based techniques in the development and implementation of a literacy program including phonics, phonemic awareness, fluency, vocabulary, and comprehension. Students are introduced to a literature-based curriculum and explore developmentally appropriate reading techniques as applied to the reading process. Students explore and understand theory and research on the effective teaching of reading and writing, the components of language and the cognitive characteristics of readers. This course includes a structured 10 hour field component.
EDUC 206E: Teaching Reading: Teaching and Assessment Strategies for the Elementary Classroom (3 credits)
An exploration of developmentally, culturally, and linguistically appropriate formal and informal research-based assessments and teaching strategies in the teaching of reading in grades K-8. This course includes a structured 10 hour field component.

EDUC 206S: Reading in the Content Area (3 credits)
An exploration of developmentally, culturally, and linguistically appropriate formal and informal research-based assessments and teaching strategies in the teaching of reading at the secondary level. Students learn teaching strategies that emphasize the construction of meaning in texts, reading and study skills and reading and writing and information literacy across the curriculum. This course includes a structured 10 hour field component. Prerequisites: EDUC 201B. Offered: Summer, Fall and Spring.

EDUC 208: Exceptionalities & Placement (3 credits)
Focuses on the meanings and concepts of disabilities that affect learning. Students gain an understanding of each of the exceptionalities and the developmental stages involved in motor, language, social-emotional, sensory and cognitive domains. Students learn components of identification, assessment, educational planning and implementation of instruction for students with disabilities within the context of public schools. This course includes a structured 10 hour field component. Prerequisite: EDUC 201B. Offered: Fall and spring

EDUC 209: Evaluation & IEP Process and Documentation (3 credits)
The screening, evaluation, eligibility and re-evaluation process for students with special needs. There is special emphasis on the Process of Special Education in the public schools, including referral, assessment, determining eligibility, instructional interventions and evaluation of student progress. Students learn about developing Individual Education Plans, writing goals and objectives, and the legal mandates for serving students with disabilities. A primary focus of the course is considering special education in the context of inclusive schooling. This course includes a structured 10 hour field component. Prerequisite: EDUC 201B. Offered: Summer.

EDUC 213: Reading for Special Learners (3 credits)
This course provides an understanding of concepts for procedures for teaching reading to students with special needs. Emphasis is placed on formal and informal reading assessments, effective reading practices, research-based reading programs, oral language development, decoding strategies, phonemic awareness and vocabulary acquisition. Prerequisites: EDUC 201B and EDUC 205. Offered: Summer, fall and spring.

EDUC 214L: Supervised Field Experience (3 credits)
This course provides students with the opportunity to analyze critique and reflect upon their field experience through dialogue with others, and the study of research-based effective instructional strategies. Guided discussions address classroom management, student learning, lesson planning, parent communication, and professional development. Students will engage in applied classroom research to assess and improve upon the efficacy of their instructional practices. Students are observed teaching in the field placement and assessed on the New Mexico Teacher Competencies. This course requires a minimum of 125 hours of field experience and is competency-based. Prerequisite: Permission. Offered: fall and spring. Course Fee: $75.

EDUC 250: ECE Profession in New Mexico (1 credit)
This course provides students with an introduction to the early childhood profession in New Mexico. Topics include the multicultural perspective that is responsive to individuals in the culturally diverse communities of New Mexico; definition and advocacy for excellence in state early childhood programs; adherence to state and national professional codes of ethics and conduct, knowledge of federal, state, and local regulations and legislation regarding programs of service for young children, birth through eight years of age including legislation and other public policies affecting children, families, and programs for
young children and the profession; critical reflection of one’s own professional and educational practices from community, state, national, and global perspectives; and knowledge of professional development opportunities that would enhance knowledge and skills in working with young children. Pre-requisite: Permission.

**EDUC 251: Foundations in Early Childhood Education (2 credits)**
This course provides students with knowledge of the historical, philosophical and social foundations of the early childhood education profession and how these foundations influence current thought and practices. A particular emphasis will be placed on developmental issues for children, birth through the age of eight. Topics include a survey of the history of early childhood education and professionalism, ethical codes of conduct, and issues of advocacy in the field. Upon completion of the course, students will articulate a well-designed personal early childhood education philosophy that supports practices of inclusion and cultural and linguistic diversity in early education. This course requires 10 hours of fieldwork in an early childhood program approved by the instructor. Pre-requisite: EDUC 250.

**EDUC 252: Family and Community Collaboration (3 credits)**
This course analyzes family, school, and community resources and collaboration as related to early childhood education, family-centered practices and the provision of an emotionally, healthy, and physically safe environment for young children from birth through the age of eight, in partnership with their families. Strategies to improve communication and collaboration are emphasized with a focus on family systems, cultural diversity, economic conditions, school systems, community services, political forces, advocacy groups, and other factors that impact young children and their families. This course requires 10 hours of fieldwork in an early childhood program approved by the instructor. Pre-requisite: EDUC 250.

**EDUC 253: Curriculum Development/Learning Environment/ECE (3 credits)**
The course integrates knowledge of child development and learning with early childhood curriculum content for young children from birth through the age of eight. Students study the principles of designing and evaluating curriculum that is developmentally appropriate for young children. Content includes arts, literacy, mathematics, physical education, health, social studies, science and technology. Integrated curriculum that is supportive of language, home experiences and cultural values will be emphasized. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250.

**EDUC 254: Assessment and Evaluation in ECE (3 credits)**
This course is designed to provide early childhood education teacher licensure students with the ability to use a variety of assessment methods to determine the developmental levels and needs of young children from birth through the age of eight. Learners are introduced to the meaning and uses of authentic assessment as well as various tools and assessment strategies. The course addresses the interpretation of observational and assessment data to monitor young children's progress, guide instructional practice, and identify and refer at-risk children. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250.

**EDUC 255: Early Literacy I: Introduction to Theory and Models (3 credits)**
This course focuses on theories and approaches to reading instruction for young children. Major topics in the course include early and emergent reading theories, stages of reading and emergent literacy at each developmental level for birth through age eight, the developmental sequence of language and literacy that includes the influence of culture and home factors, and documentation of multiple sources that includes cultural/linguistic differences and diverse ways of learning in reading assessment approaches and practices. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250.

**EDUC 256: Early Literacy II: Development and Implementation (3 credits)**
In this course students explore the five principles which current research suggests enhance the development and implementation of emergent literacy practices with young children: 1. emerging literacy including direct instruction is embedded in a social/ cultural context; 2. experiential learning environments allow young children to practice, elaborate and extend emergent literacy; 3. children require frequent experiences in listening and sharing stories to demonstrate the facilitating power of language; 4. children require frequent book readings both as active listeners and independent readers; and 5. both the modification of environments and inclusion of family participation have an important impact on the early literacy behavior of children ages birth through the age of eight. These principles are the basis for discussion and activities supporting effective strategies. This course requires 10 hours of fieldwork in an early childhood classroom approved by the instructor. Pre-requisite: EDUC 250 & EDUC 255.

EDUC 257: Supervised Field Experience in ECE (3 credits)
This course provides students with the opportunity to analyze, critique and reflect upon their selected field experiences in programs for children birth through eight years of age through dialogue with other students in the same field experience settings and the college instructor. Guided discussions address classroom management, student learning, lesson planning, assessment, parent communications and professional development. Students will engage in applied classroom research to assess and improve upon the efficacy of their instructional practices. Additional areas include standards based and developmentally appropriate early childhood education methodology, professional issues, ethics and portfolio preparation. This course requires 150 hours of field experience in settings that will be assigned according to previous professional experiences. Pre-requisite: Permission.
Supervised Field Experience

Supervised Field Experience is the capstone of the Alternative Licensure Program. To be eligible for Field Experience, students must have:

- Submitted a complete field experience application the semester prior to taking the class
  - Submit to Supervised Field Experience Coordinator: Annabelle Black at Annabelle.black@sfcc.edu, (505) 428-1610
- Successfully completed all Core Courses (EDUC 201A/B, 202, 203, 204 or EDUC 250, 251, 252, 253, 254, 255, depending on licensure program) receiving a grade of C or above and have a GPA of 3.0 or higher
- Passing NES scores (Essential Academic Skills and Professional Knowledge exams)
- Submit a copy of one of the following:
  - Internship license
  - Substitute license
  - Educational assistant license
  - Background check
  - To apply for any of the above licenses, submit an application through the NM Public Education Department Licensure Unit www.ped.state.nm.us (505) 827-6587.

Supervised Field Experience students are required to complete a minimum of 150 contact hours in which they observe, work with small groups of students, develop and implement lesson plans, and take full responsibility for classroom instruction. Both the faculty of the Teacher Academy and the Cooperating Teacher or appropriate administrator provides feedback throughout this field experience. Students are expected to progress in the development of the New Mexico Teacher Competencies such that they are at entry level by the end of the course.

** If seeking dual licensure you must declare in the Supervised Field Experience Application and contact your advisor to verify your individual program of study.

There are three pathways to Supervised Field Experience:

**On-Campus Field Experience**

- Students who need to be placed with a cooperating teacher and those who have taught for less than one year in the content area and grade level in which they are seeking licensure are eligible for on-campus field experience.
- Those in on-campus field experience are required to attend 8 professional seminars and are observed by Teacher Academy faculty 2-3 times. New Mexico Teaching Competencies guide the observations, feedback and assessment of students while in Field Experience.

**Online Field Experience**

- Students who have taken the majority of their program online and are not local to the Santa Fe area are eligible to take their Field Experience online. They are required to participate in all activities as outlined in the Field Experience Handbook which is provided them when they register. Students must send in 1 one-hour video of their teaching for the college supervisor to evaluate. The school site cooperating teacher will conduct a second observation of the student and submit a report to the college.
supervisor. Evaluation is based upon the student performance in relation to the New Mexico Teacher Competencies.
Exiting the Program

Upon completion of all required coursework and the supervised field experience, students must complete the exit process before a verification of completion letter is awarded. This letter must be submitted by the student to the NM Public Education Department Licensure Bureau along with the application for licensure. The purpose of the exit process is to allow the student to evaluate the program quality and content as well as to determine whether or not the student has met competency (program knowledge, skills and dispositions) and is prepared to begin teaching. Before the exit process can be completed the student must have:

a) Receive Full Acceptance into the program
b) Completed all required coursework with a cumulative education GPA of 3.0

Note that the exit paperwork includes a petition to graduate. A portion of the exit paperwork is submitted as a hard copy and a portion is completed online. For the online portion, students are given access automatically upon completion of supervised field experience.

It will take 2-3 weeks to process exit paperwork including the verification of completion letter for the Public Education Department and program completion for transcript records. Incomplete exit packets will result in a delay in processing. Follow the directions carefully and use the checklist to insure that your packet is complete.

Applying for Licensure

It is each individual candidate’s responsibility to submit an application for licensure to the New Mexico Public Education Department. To download a licensure packet, go to www.ped.state.nm.us and click on “Licensure Info,” or call 827-6587. The application can also be accessed and downloaded on the Student Resource Page: http://www.sfcc.edu/programs/teacher_education/teacher_certification. There is also a link to the licensure application on the Student Resource Page. Licensure will require you to submit the verification of completion letter, which is the letter you receive at the end of the exit process. The Teacher Academy does not submit this directly to PED. This letter is sent directly to the student and it is the candidate’s responsibility to submit it to PED along with the application for licensure.

Teaching on an Internship License

Students who are enrolled in the Teacher Academy have the option of applying for an internship license through the NM Public Education Department. This is a 3-year license and is non-renewable. Individuals who secure a teaching position in the public schools receive the same pay and benefits as a level-one licensed teacher. The Teacher Academy does not make placements. It is up to the individual student to apply for the internship license and seek out a position as an intern in the schools. Students who are interested in applying for an internship license will need a the Letter of Provisional Acceptance you receive upon acceptance to the program.
To access an application packet for an internship license go to: http://www.ped.state.nm.us/

In order to obtain an internship license, a student must request enrollment verification for internship license. This verification will only be provided to students who have been fully admitted to the program (exceptions may be made at the discretion of the Director of Teacher Education and in accordance with licensure requirements and rules).

**Teacher Academy Student Responsibilities:**

**Course Policies**

**Attendance & Participation (on campus courses):**
Because of the highly interactive nature of the courses, students are required to attend all scheduled classes on time. Arriving late or leaving early will also accumulate as absences. If you must miss a class it is pertinent that you notify your instructor in advance to inform him/her of your absence. If you wish to make up for a missed class you will need to make arrangements with the instructor. Instructors have the right to recommend that a student drop the course or fail a student if there are excessive absences or inactivity in an online course.

**Cell Phones & Pagers (on campus candidates):** As a professional and out of courtesy for your colleagues, PLEASE turn your pagers and cell phones off while you are in class.

**Plagiarism:**
Plagiarism is a serious offense. The penalty, in addition to an “F” on the assignment, may be an “F” in the course as a whole, expulsion from college, and/or notation of academic dishonesty on the candidates’ permanent record. For more information, please refer to the SFCC Student Handbook and/or the SFCC College Catalog.

**College Policies & Procedures:**
Please make sure you obtain and read a copy of the SFCC College Catalog and this Student Handbook. As a student of SFCC it is your responsibility to make sure you are aware of the SFCC policies and procedures. The SFCC College Catalog may also be accessed online at www.sfcc.edu