TEACHER EDUCATION

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Programs: Elementary Education; Secondary Education; Multicultural Teacher and Childhood Education

Introduction
The UNM Department of Teacher Education supports educators at all stages of their careers to become qualified, competent and caring professionals in the diverse classrooms of New Mexico. Aspiring teachers may seek initial teacher licensure in our Elementary or Secondary Education Programs. In addition to baccalaureate degrees with standard licensure, we also offer graduate students licensure within the M.A. with the Alternative Route to Licensure Program.

Teaching practitioners who desire to refine or expand their practice in a structured academic program may enroll in the M.A. in Elementary or Secondary Education Program for Licensed Teachers. Our graduate programs of studies will help practicing teachers acquire or expand the knowledge, skills and leadership capacities needed for advancement within the NM Three-Tiered Teacher Licensure System. A graduate concentration in Mathematics, Science and Educational Technology is available in the M.A. in Elementary Education and in Secondary Education.

Post-master’s degree candidates may pursue advanced studies in curriculum and instruction or teacher development in the Ph.D. or Ed.D. in Multicultural Teacher and Childhood Education. An Educational Specialist Certificate in Curriculum and Instruction is also available.

Degrees/Certificate Offered
- B.S.Ed. in Elementary Education
- M.A. in Elementary Education
- B.A.Ed. in Secondary Education
- B.S.Ed. in Secondary Education
- M.A. in Secondary Education
- Ph.D. and Ed.D. in Multicultural Teacher and Childhood Education
- Educational Specialist Certificate in Curriculum and Instruction

Graduate Concentrations Available
Early Childhood Education Concentration in the M.A. in Elementary Education
Mathematics, Science and Educational Technology (MSET) Concentration in the M.A. in Elementary Education and M.A. in Secondary Education

Elementary Education
Elementary Education is a program that offers both undergraduate and graduate degrees. These degrees contain components for licensure as an elementary educator in the State of New Mexico. A graduate degree for practicing teachers is also available for continued professional development.

The program strives to prepare the very best entry level teachers for all of New Mexico’s children; such preparation is enriched by the diverse, contrastive linguistic and cultural communities of the region. The program also takes advantage of the many professional partnerships that the College holds with school districts and their teaching faculties.

Degrees Offered
- B.S.Ed. in Elementary Education
- M.A. in Elementary Education

Undergraduate Study
Undergraduate Advisor Contact and Student Information
Contact:
College of Education Advisement Center
Hokona Hall, Room 134, (505) 277-3190
FAX (505) 277-4166

The Elementary Education program offers an undergraduate degree with specialty areas in a number of teaching fields for the preparation and development of the professional educator.

Minimum Eligibility Criteria for Undergraduate Application to the Pre-Professional Admission (Professional Sequence)
1. Twenty-six hours of course work completed. Students are encouraged to apply as soon as possible after completing 26 hours.
2. Grade point average: 2.50 overall, or 2.50 for the last 60 hours (all course work, all institutions).
Minimum Criteria for Undergraduate Application to the Elementary Education Program

Submission of a Professional Portfolio providing the following:
1. College grade point average 2.50 criteria (See above, eligibility criteria)
2. 2.70 GPA for last 24 hours, or
3. 3.0 for last 12 hours at the University of New Mexico (content courses only) plus 2.50 GPA on the previous two semester/quarters wherever taken
4. Program applicants must have no more than 9 hours remaining in addition to their required Teacher Education hours. Advisors determine eligibility.
   a. Provide documentation of successfully passing the Professional Skills Assessments: New Mexico Teacher Assessment Tests – Basic Skills section. (The New Mexico Teacher Assessment Tests will be given at scheduled times in different locations in the state. Contact the College Advisement Center for schedule.)
   b. Demonstrated experience with children and/or youth.
   c. Satisfactory completion (C or better) of designated courses (if applicable). See program area for specific requirements.
   d. Submission of three letters of recommendation (from previous teachers or supervisors in child/youth related experiences).
   e. Specific program requirements (contact the College Advisement Center).

There is a core set of General Education requirements necessary for Elementary Educators. Contact the Advisement Center or go to the website (http://ted unm.edu) for a copy of the current advisement sheets.

Elementary Education Curriculum

General Education Requirements and Pre-Professional Study (69)
1. Communication Arts (12 hours)
   ENGL 101, ENGL 102, LING 101, CJ 220 or 130
2. Mathematics (9 hours)
   MATH 111, 112, 215
3. Social Science (6 hours)
   Select from SOC 101, PSY 105, POLS 110, 200, 220, 240, ANTH 101 or 130, ECON 105, 106, or GEOG 102
4. Second Language (3 hours)
   Select from any of the lower-division, non-English language offerings of the Departments of Linguistics, Spanish and Portuguese, and Foreign Languages and Literatures
5. History (12 hours)
   HIST 101L or 102L, 161L, 162L, 260 or 463
6. Science (12 hours)
   Recommended NTSC 261L, 262L, 263L. Will accept any science course that meets the undergraduate core curriculum (See The Undergraduate Program).
7. Fine Arts (6 hours)
   Select ARTE 214 or 414 and MUSE 298
8. Pre-professional Study (9 hours)
   EDPY 303, LLSS 443, MSET 365

Professional Study (36 hours)
EDUC 32L. Teaching of Social Studies in Elementary School 3
EDUC 330L. Teaching of Reading 3
EDUC 331L. Teaching of Reading in the Elementary School 3
EDUC 333L. Teaching Oral and Written Language in the Elementary School 3
EDUC 353L. Teaching of Science in the Elementary School 3
EDUC 361L. Teaching of Mathematics in the Elementary School 3
EDUC 400. Student Teaching in the Elementary School 9
EDPY 310. Learning in the Classroom 3
LLSS 315. Education Linguistically and Culturally Diverse Students 3

SPCD 493. Topics: Special Needs Students in the Regular Classroom 3

Each student must have a teaching field in one of the disciplines or an endorsement in a specialty area.

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admission process.

Teaching Fields

Language Arts is designed for students wishing to pursue a broad field of study in language arts. Disciplines include English, Linguistics, Theatre, Communication and Journalism and Speech and Hearing Sciences. 24 Credit Hours.

Mathematics is designed for students wishing to pursue a teaching field in mathematics. Topics include set theory, logic, number theory, probability, statistics, geometry, measurement and calculus. 24 Credit Hours.

Science is designed for students wishing to pursue a broad field of study in science. The program includes course work in astronomy, biology, chemistry, earth and planetary sciences, physical science and physics. 24 Credit Hours.

Social Sciences is a teaching field designed for students wishing to pursue a broad field of study in the social sciences. The program includes course work in anthropology, economics, geography, political science, history, sociology and psychology. This minor must include at least 12 semester hours of study in each of two disciplines (such as geography, political science, anthropology and economics) and at least 6 hours in a third discipline. 24 Credit Hours.

Fine Arts is designed for students wishing to develop a teaching field in theatre or dance.

Theatre endorsement consists of 24 hours of courses that cover all aspects of educational theatre, including acting, stage craft, directing, dramatic literature, creative drama and children’s theatre.

Dance endorsement consists of 24 hours of courses, eight of which are in modern dance technique and the other 16 cover dance appreciation, improvisation, rhythmic fundamentals, movement analysis, curriculum development and methods and materials for teaching dance.

Specific course requirements are listed in the Department of Theatre and Dance section of the catalog. See the advisor in the Department of Theatre and Dance.

Bilingual Education/TESOL is designed for students who are seeking an endorsement in Bilingual Education or TESOL. 24 Credit Hours. (See Bilingual/English/Spanish advisement in LLSS. TESOL Education. See advisement sheet in the department of LLSS.

Dual Major in Elementary Education and Special Education is available. It requires 30 hours of Special Education, 30 hours of Elementary Education, 24 hours in a minor and 11 hours of supporting courses in educational foundations. Students also complete 57 hours of general course work which includes core curriculum requirements. Upon completion, the Dual License Program offers eligibility for Special Education Licensure (K-12) and Elementary Licensure (K-8). Interested students should check with the Undergraduate Coordinator in Special Education for updated information.

Graduate Study
M.A. in Elementary Education with Alternative Route to K-8 Licensure 36 Credit Hours
M.A. in Elementary Education for licensed teachers 32+ Credit Hours
Graduate Advisement:
For program information and application materials contact:
Department of Teacher Education
Hokona Hall-Zuni, Room 121
(505) 277-4533
ted@unm.edu
http://ted.unm.edu

A complete paper application packet must be submitted to the Department of Teacher Education.

Application Deadlines
M.A. in Elementary Education
Summer/Fall semester: March 30
Spring semester: October 30

M.A. in Elementary Education with Alternative Route to K-8 Licensure
Summer/Fall semester: March 30
Spring semester: October 30

Degrees Offered
M.A. Elementary Education

Professional Prerequisites for Graduate Study
The M.A. in Elementary Education is for those who already hold an elementary teaching license. The M.A. in Elementary Education with alternative route to K-8 licensure is for those who wish to obtain an elementary teaching license and a master’s degree.

M.A. in Elementary Education with Alternative Route to K-8 Licensure
This program is for an individual interested in obtaining a K-8 elementary teaching license and completing a Master’s degree in Elementary Education. A student in this program is one who has a Bachelor’s, Master’s or Doctoral Degree and who is interested in obtaining a K-8 Elementary teaching license. This is a two-part program leading to Licensure and a Master’s Degree in Elementary Education. Students complete licensure courses, advanced field experiences through student teaching, and then begin Master’s Degree courses.

Licensure Required Course Work 21 hours
EDUC 595 Advanced Field Experiences 6
EDUC 330L Teaching of Reading 3
EDUC 531 The Reading Program in the Elementary School 3
EDUC*461 The Mathematics Program in the Elementary School 3
EDUC*453 The Science Program in the Elementary School 3
EDUC*421 The Social Studies Program in the Elementary School 3

*can be taken for Graduate credit with appropriate approvals.

M.A. Program (without thesis) 36 hours
24 graduate credit hours from the Alternative/Standard Licensure requirements plus the following 12 core hours:
LLSS 583 Education Across Cultures in the Southwest 3
EDUC 590 Seminar 3
- and - Curriculum Core (choose 1) 3
ARTE 510 Curriculum Development in Art Education 3
MSET 507 Developing Curriculum for Middle Schools 3
EDUC 511 Curriculum in the Elementary School 3
EDUC 542 Principles of Curriculum Development 3
EDUC 574 Curriculum for Early Childhood 3
LLSS 582 Curriculum Development in Multicultural Education 3

Research Core (choose 1) 3
EDUC 500 Research Applications to Education 3
EDPY 500 Survey of Research Methods in Education 3
EDPY 502 Survey of Statistics in Education 3
EDPY 572 Classroom Assessment 3
LLSS 501 Practitioner Research 3
LLSS 502 Naturalistic Inquiry 3

Standard License 30 hours
21 hours from Alternative Licensure requirements plus:
SPCD 507 Collaboration for Inclusive Education 3
LLSS 593 1st & 2nd Language Development 3
- and - Choose 1:
EDPY 503 Principles of Human Development 3
EDPY 510 Principles of Classroom Learning 3

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

M.A. Elementary Education
This degree is designed for an applicant who already has an elementary teaching license and may have teaching experience. This individual is interested in furthering his or her professional growth by completing a Master’s Degree that incorporates advanced study of specific areas of education including advanced study in elementary education, mathematics education, science education, and educational technology.

The M.A. in Elementary Education is designed to be a journey in personal and professional growth. With purposeful work in each of the major content strands: Social Justice, Diversity, and Transformational Practices; Instructional Strategies; Curriculum; Research; Focused Electives; and culminating in the Final Capstone Experience, students will improve their teaching and their thinking about the teaching process, resulting in greater depth of meaning for their students.

Students working under Plan I (thesis) will satisfy the requirements as set forth in preceding parts of the College section of this catalog and other sections describing graduate study.

1. A minimum of 24 hours of course work. (Many Programs of study require more than the minimum).
2. A thesis (minimum 6 hours credit).
3. EDPY 511 or other approved research course (excluding EDUC 500).
4. One curriculum course: MSET 507, EDUC 511, EDUC 542, EDUC 574 or LLSS 582.
5. At least 6 hours of 500-level courses.
6. A minimum of 7 hours in a minor content field.
7. Not more than 5 hours of workshop credit.
8. Oral examination.

Candidates working under Plan II will satisfy the requirements as set forth in earlier pages of this catalog, with the following specifications:

1. A minimum of 32 hours of course work. Many Programs of study require more than the minimum.
2. EDUC 500 or one 3-hour problems course (EDUC 591).
3. EDUC 500 or EDPY 511.
4. One curriculum course: MSET 507, EDUC 511, EDUC 542, EDUC 574 or LLSS 582.
5. LLSS 583.
6. EDUC 590 or EDUC 579.
7. A minimum of 3-9 hours in a minor content Field.
8. At least 12 hours of 500-level courses.
9. Not more than 8 hours of workshop credit.
10. Written comprehensive examination.

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.
M.A. Elementary Education With Early Childhood Education Concentration

Plan 1: 26 hours plus 6 credit hours of thesis plus Final Oral Examination
Plan 2: 32 credit hours including Problems Course EDUC 591.

Master of Arts in Elementary Education Core Requirements:
EDUC 500 or EdPsy 500 Research Applied to Education
ECME 574 Early Childhood Curriculum
ECME 579 Seminar in Early Childhood Education
LLSS 583 Education Across Cultures of the Southwest
EDUC 591 Problems in Early Childhood Education
(Note: problems course must be taken with an ECME faculty).

Concentration Specific Course Requirements:
In addition to ECME 574, 579, and 591 above, at least two courses must be chosen from:
ECME 576 Learning Through Play
ECME/LLSS 514 Young Children Moving Into Literacy
ECME 575 Early Childhood Language Development and Curriculum
SPCD 550 Introduction to Early Childhood Special Education

Remaining courses to be selected from the following:
ARTE 520 Art in Early Childhood
FS 501 Parent Education
FS 502 Development in Early Childhood
FS 512 Working with Children and Families
FS 546 Family Systems Theory
FS 514 Fatherhood
EDPY 510 Principles of Human Development
EDPY 520 Motivation Theory and Practice
EDPY 524 Computers in the Classroom
EDPY 572 Classroom Assessment
LLSS 544 Children’s Literature
LLSS 556 First and Second Language Development
LLSS 558 Literacy Across Cultures
LLSS 582 Curriculum Development in Multicultural Education
Or Other Courses Approved by ECME Advisor

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

M.A. Elementary Education Mathematics, Science and Educational Technology (MSET) Concentration (Plan I)

MSET Concentration (Plan I) 33 hours

MSET 512 Technology and the Learning Process 3
Curriculum (Choose 1) 3
MSET 511 Curriculum in the Elementary School
MSET 542 Principles of Curriculum Development
Instructional Strategies (Choose 1) 3
MSET 500 Advanced Instructional Strategies
MSET 515 Teaching Environmental Education
Diversity (Choose 1) 3
MSET 525 Multicultural Environmental Education
LLSS 557 Language, Culture and Mathematics
LLSS 583 Education Across Cultures in the Southwest
Research (Choose 1) 3
EDUC 500 Research Applications to Education
EDPY 500 Survey of Research Methods in Education
EDPY 502 Survey of Statistics in Education
EDPY 511 Introductory Educational Statistics
LLSS 501 Practitioner Research
LLSS 502 Naturalistic Inquiry
Thesis 6
MSET 599 Master’s Thesis
Elective Content Courses 12

With the approval of the faculty advisors, students select a support content area in Mathematics, Science, or Educational Technology and complete 12 credit hours of graduate level courses.

M.A. Elementary Education With Mathematics, Science and Educational Technology (MSET) Concentration

MSET offers a concentration for elementary teachers interested in the fields of mathematics, science and educational technology. Students will complete core content classes as determined by their advisor, as well as elective classes in MSET or in the Departments of Mathematics, Biology, Chemistry or Physics.

Secondary Education

Degrees Offered
B.A. Ed. in Secondary Education
B.A. Ed. in Art Education
B.S. Ed. in Secondary Education
M.A. in Secondary Education

Undergraduate Program Advisement

Undergraduate Advisor Contact:
College of Education Advisement Center
Hokona Hall, Room 136,
(505) 277-3190 Fax (505) 277-4166

Admission Information

Steps in the admission process for a B.A. and B.S. degree with secondary licensure in a content field can be found at our department website: http://ted.unm.edu/secondary_undergrad.html

Undergraduate Study

The curriculum leading to the Bachelor’s Degree (B.A.Ed. or B.S.Ed.) in Secondary Education is designed for students preparing to teach in middle schools, junior high schools or senior high schools (grades 7-12). The program of studies for the Secondary Education major and licensure preparation has three components:

a. General Education Requirements
b. Teaching Field Requirements
c. Professional Education Requirements

Application Deadline: Fall semesters: March 1
Spring semesters: October 1

Undergraduate Concentrations–Teaching Fields and Degrees (for teaching grades 7–12)

Communicative Arts Education
Earth Science Education
French
German
Life Science Education
Mathematics Education
Physical Science Education with an emphasis in Chemistry
Physical Science Education with an emphasis in Physics
Social Studies Education
Spanish

Students must meet with a College of Education Academic Advisor for initial consultation about their program, and their secondary faculty advisor through out their program. The Secondary Education faculty advisor must approve enrollment into the professional licensure courses that are offered in a fall/spring sequence.

General Education Requirements (66 hours)

General education requirements include the following disciplines and courses:

1. Communication Arts (12 hours)
   ENGL 101, ENGL 102, LING 101, C&J 130 or 220
2. Mathematics (6 hours)
   MATH 120, STAT 145
3. Science (12 hours)
   Select from BIOL 110 and 112L, 201, 202 and 203
   CHEM 111L, 121 and 123L or 131L, 122 and 124L or 132L;
   EPS 101 and 105L, 201L; ENV S 101; PHYC 102-
   221, 223, 224, 225, 323, 327, or 331
4. History (12 hours)
   HIST 101L and/or 102L, 161L, 162, 260 or 463.
5. Social Science (6 hours)
   Select from SOC 101, PSY 105, POLS 110 or 220,
   ANTH 101 or 130, ECON 105 or 106, or GEOG 102
6. Fine Arts (6 hours)
   ARTH 101 or 251, MUS 139
7. Second Language (3 hours)
   Select from any of the lower-division, non-English
   language offerings of the Departments of Linguistics,
   Spanish and Portuguese, and Foreign Languages and
   Literature.
8. Teaching and Learning Support Courses (9 hours)
   EDUC 313 or EDPY 303 and 310; MSET 365

Students must achieve a 2.5 overall GPA in General Education courses to qualify for student teaching.

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

Secondary Education Concentration—Teaching Field Requirements

In New Mexico, teachers must complete one or more teaching fields (endorsements) to apply for a Secondary Teaching License (grades 7-12). The Concentration–Teaching Fields included within the B.A.Ed. and the B.S.Ed. in Secondary Education degrees meet the state teaching field (endorsement) requirements for initial licensure and federal NCLB requirements for Highly Qualified teachers. Students must achieve a 2.5 GPA overall in Concentration–Teaching Field courses in order to qualify for student teaching.

The B.A.Ed. in Secondary Education includes at least one of the following concentration-teaching fields:

Concentration–Teaching Field in Scientific Specializations (54 hours): This concentration-teaching field includes interdisciplinary study in biology, chemistry, physics, and mathematics. Course requirements include the following:

1. Communication Arts courses from General Education Requirements (12 hours)
2. World Literature (6 hours): Select from ENGL 292, 293, 330, 331, 332, 333, 334, 335, 336, 337
3. American Literature (6 hours): ENGL 296 or 297 and one of the following: ENGL 460, 461, 462, 463
4. Shakespeare (3 hours): ENGL 352 or 353
5. Perspectives on Literature (3 hours): Choose one from ENGL 264, 265, 281, 364, 365 or 381
6. Grammar (3 hours): ENGL 240
7. Writing (6 hours): LLSS 430 and one of the following:
   ENGL 219, 223, 224 or 324
8. Communication & Journalism (3 hours): Select from CJ 225, 323, 327, or 331
9. Non-Print Media (3 hours): CJ 110 or MA 110
10. Intercultural Communication (3 hours): CJ 314
11. Books for Young Adulthood (3 hours): EMLS 451
12. Co-Curricular Perspectives (3 hours): Select from THEA 418, THEA 419, CJ 271, CJ 374, CJ 273, CJ 344, CJ 171 or MA 330

Concentration–Teaching Field in French (30 hours): Completion of this concentration-teaching field leads to a Modern & Classical Languages endorsement in French. Course requirements include the following (at least 12 credit hours at the 300 level or above):

1. Language (12-18 hours): Select from FREN 101, 102, 103, 108, 201, 203, 275, 276, 301, 302, 305
2. Literature, Civilization & Culture (12-18 hours): Select from FREN 335, 345, 346, 351, 352, 407, 432, 465

Concentration–Teaching Field in German (30 hours): Completion of this concentration-teaching field leads to a Modern & Classical Languages endorsement in German. Course requirements include the following (at least 12 hours at the 300 level or above):

2. Literature, Civilization & Culture (12-18 hours): Select from GRMN 304, 305, 307, 308, 336, 401, 450, 498, 499

Concentration–Teaching Field in Social Studies Education (54 hours): This concentration-teaching field includes interdisciplinary study in social studies including history (U.S. and Western Civilization), political science, anthropology, economics, geography, economics and sociology. Course requirements include the following:

1. General Education Requirements for History and Social & Behavioral Courses (18 hours)
2. Required Core Courses (15 hours): GEOG 140, POLS 200, POLS 220, SOC 216, HIST 260
3. Support courses to complete one of the following emphasis areas (at least 12 hours at the 300 level or above):
   Anthropology 33 hours
   Sociology 31 hours
   Economics 33 hours
   Geography 33 hours
   History 21 hours
   Political Science 30 hours

Concentration–Teaching Field in Spanish (24-36 hours): Completion of this concentration-teaching field leads to a Modern & Classical Languages endorsement in Spanish. Course requirements include the following (at least 12 hours at the 300 level or above):

1. Language (12-18 hours): Select from SPAN 101, 102, 103-104, 111, 112, 200, 201, 202, 203, 211, 212, 275, 276, 301, 302

The B.S.Ed. in Secondary Education includes at least one of the following concentration-teaching fields:

Concentration–Teaching Field in Earth Science (52-58 hours): This concentration-teaching field requires 30 hours of earth and planetary sciences and eight hours EACH in biology, chemistry, physics and mathematics. Course requirements include the following:

1. Core Courses (32 hours): BIOL 201, BIOL 202, CHEM 121 and 123L, CHEM 122 and 124L, EPS 101/105L, EPS 200/204, PHYC 151L, PHYC 152L
2. Support for Emphasis Area (20-28 hours, 12 hours at 300 level or above):
   Select from the following:
   EPS 225, EPS 250 or EPS 255L, EPS 301/302L, EPS 303L, EPS 304/305L, EPS 307L, EPS 333 or 481L, EPS 365 or ASTR 101/101L, EPS 352

Concentration–Teaching Field in Life Science (52-58 hours): This concentration-teaching field requires 30 hours of biology and eight hours EACH in earth and planetary sciences, chemistry, physics and mathematics.
2. Support for Emphasis Area (20-26 hours, 12 hours at the 300 level or above): Select from BIOL 203L, BIOL 204L, BIOL 351L, 352L, BIOL 360L, BIOL 371L or BIOL 386L, BIOL 300, BIOL 310L, BIOL 324 or BIOL 407L

Concentration-Teaching Field in Mathematics Education (36 hours): This concentration-teaching field requires mathematics courses that enable students to develop proficiencies in calculus, algebra, geometry, probability and statistics, computing, application of mathematics and history of mathematics. Course requirements include the following:
2. MATH Elective Options (6 hours): Select from 300, 306, 309, 317, 318, 319, 350

Concentration-Teaching Field in Physical Science with Chemistry Emphasis (52-58 hours): This concentration-teaching field requires 30 hours in chemistry and eight hours EACH in biology, earth and planetary sciences, physics and mathematics.
2. Support for Emphasis Area (20-26 hours, 12 hours at 300 level or above): Select from CHEM 253L, CHEM 301/303L, CHEM 302/304L, CHEM 315 or CHEM 311/312, CHEM 421, CHEM 431

Concentration-Teaching Field in Physical Science with Physics Emphasis (52 hours): This concentration-teaching field requires 30 hours in chemistry and eight hours EACH in biology, earth and planetary sciences, physics and mathematics.
2. Support for Emphasis Area (20 hours): Select from PHYC 301, PHYC 302, PHYC 303, PHYC 304, PHYC 307, PHYC 308, PHYC 327, PHYC 330, PHYC 405, PHYC 406, PHYC 452, PHYC 491, PHYC 492

Other Content Areas/Endorsement Programs of Studies Available for Secondary Education Majors
Interested students may elect to pursue programs of studies in other COE or university programs that will lead to a K-12 license or endorsement in addition to one of the Concentration-Teaching Fields offered through the Secondary Education program. For more information about licenses or endorsements in other programs or colleges within the university, contact the following appropriate programs:

Teaching Field in Fine Arts–Dance (36 hours): Completion of this teaching field leads to an endorsement in Fine Arts Dance. This program is administered by the Secondary Education Program, but students should seek advisement early in the program from both the College of Education and the Department of Theatre and Dance. Requirements may change. See the Theatre and Dance advisor for current information.
Current course requirements include the following (at least 12 credit hours at the 300 level or above):
DANC 105, 212, 250, 311, 416, 462 or 463, 14 hours of dance technique (8 hours must be in Modern, the other hours must be completed in three of the following areas: Ballet, Ethnic, Folk, Jazz or Tap) DANC 105, 212, 250, 311, 416, 462 or 463, 14 hours of dance technique (8 hours must be in Modern, the other hours must be completed in three of the following areas: Ballet, Ethnic, Folk, Jazz or Tap).

Teaching Field in Fine Arts-Theatre (36 hours): Completion of this teaching field leads to an endorsement in Fine Arts Theatre. This program is administered by the Secondary Education Program, but students should seek advisement early in the program from both the College of Education and the Department of Theatre and Dance. Requirements may change. See the Theatre and Dance advisor for current information.
Current course requirements include the following (at least 12 credit hours at the 300 level or above):
THEA 120, 121, 122, 192, 194, 196, 223, 224, 403, 418 and 419.

Visual Art Licensure: The College of Education offers course work towards a Visual Art Licensure K-12. Those interested should see the section on Art Education in this Catalog and contact a program advisor.

Bilingual Education (27 hours): Students may elect to pursue a New Mexico K-12 endorsement in Bilingual Education with a Spanish/English or Navajo/English area of focus. However, in order to meet federal and state requirements for the 7-12 school curriculum, secondary students interested in a bilingual education endorsement must have a first concentration-teaching field in one of the academic content areas such as Communicative Arts, Social Studies, Mathematics, Life Science, or Earth Science, or French, German, or Spanish listed above in the Secondary Concentration-Teaching Fields section. They may then complete requirements for the bilingual education endorsement as an additional teaching credential. Students must see a Bilingual Education Program advisor in the Department of Language, Literacy and Sociocultural Studies (LLSS) for current information about Bilingual Education Endorsement requirements and approval of entry into Bilingual Education concentration courses.

Teaching English to Speakers of Other Languages (36 hours): Students may elect to pursue a K-12 endorsement in Teaching English to Speakers of Other Languages (TESOL). However, in order to meet federal and state requirements for the 7-12 school curriculum, secondary students must have a first concentration-teaching field in one of the academic content areas such as Communicative Arts, Social Studies, Mathematics, Life Science, Earth Science, or French, German, or Spanish listed above in the Secondary Concentration-Teaching Fields section. They may then complete requirements for the TESOL endorsement as an additional teaching credential. See a TESOL Program advisor in the Department of LLSS for current information about the TESOL Endorsement requirements and approval of entry into TESOL concentration courses.

Professional Education Requirements (27 hours)
The following professional education sequence is required of all undergraduate students pursuing a secondary education major and eligibility for an initial teaching license for grades 7-12. The two-semester sequence includes consecutive fall and spring semesters of the same academic year (i.e., teaching experiences and related courses). In order to qualify for the professional education sequence, students should complete all general education and concentration-teaching field requirements. However, if space is available and other requirements have been met, students may be allowed with faculty approval to proceed into the professional education sequence if lacking no more than six hours total of all other requirements. Students must achieve a 2.5 GPA in their general education courses, a 2.5 GPA in their concentration-teaching field courses, and a 3.0 overall GPA in their professional education courses to advance to student teaching.
Professional Education Courses
SPCD 499  Working with Special Needs Populations  3
EDUC 438  Teaching Reading in the Content Field  3
EDUC 362  Teaching Experience I (offered Fall only)  3
EDUC 450  Issues in Secondary Education (offered Fall only)  3
One of the following teaching-field methods courses (offered Fall only):  3
MSET 429  Teaching of Secondary Mathematics
MSET 431  Teaching of Secondary Sciences
LLSS 432  Teaching of Social Studies
LLSS 436  Teaching of English
LLSS* 480  Second Language Pedagogy

Student Teaching Courses (offered Spring only)
EDUC 462  Student Teaching  9
EDUC 464  Student Teaching Seminar  3

EDUC 362: Teaching Experience I and EDUC 462: Student Teaching require a field experience in a secondary school. In EDUC 362: Teaching Experience I (pre student teaching), students are in the school every week assisting and teaching in one class (the same class) for the entire semester. Days and times vary depending on the schedule at the school. Students in EDUC 362: Teaching Experience I may begin their field experience at the beginning of the UNM semester. EDUC 462: Student Teaching requires full-time teaching and related educational responsibilities (all day, Monday-Friday) for one semester. A total of 12 credit hours are required for this experience, which includes EDUC 462: Student Teaching (9 hours) and EDUC 464: Student Teaching Seminar (3 hours). EDUC 462: Student Teaching 5 begins at the start of the UNM semester and ends with the conclusion of the UNM Spring semester in May.

Students are required to consult an advisor in the COE Advisement Center and a faculty advisor early in their college careers to ensure that they finish their program in a timely manner. See introductory information in the College of Education section in this catalog regarding application for licensure for obtaining completion of all requirements for the B.A.Ed. or B.S.Ed. in Secondary Education.

NOTE: Changes in UNM/New Mexico curricular requirements or state educational reform initiatives may require periodic revisions of the curriculum and admissions process.

Graduate Programs
The University of New Mexico also offers graduate programs developed to assist teachers as they acquire skills and abilities in the classroom. Application to these graduate programs requires licensure or experience in secondary education. Steps in the admission process for MA degrees in Secondary Education can be found at our department website: http://ted.unm.edu/secondary For information on a graduate application contact:
Department of Teacher Education
Hokona Hall-Zuni, Room 121
(505) 277-4533
ted@unm.edu
http://ted.unm.edu

Application Deadlines
Summer session: March 1
Fall semester: March 1
Spring semester: October 1
Applications after these dates will be considered on a needs and space available basis.

M.A. in Secondary Education
Prospective students must apply for admission and be formally admitted by the program faculty. Candidates are required to develop and follow a planned program of studies made up of courses selected with the approval of a faculty advisor. Courses taken without an advisor’s prior approval may not be accepted toward completion of the M.A. degree.

Specialty areas in bilingual, educational technology, language arts, mathematics, middle school, science, social studies and teaching English as a second language (TESOL/ESL) as well as general secondary education are offered by the secondary faculty. Contact designated specialty area office listed above. Note that some of these areas are offered within the M.A. in Secondary Education or the Ph.D./Ed.D. in Multicultural Teacher and Childhood Education. Other areas are offered within the M.A. or Ph.D. in Language Literacy Sociocultural Studies (LLSS).

The program is offered under the general requirements of Plan I (with thesis) or Plan II (without thesis) described in other sections of this Catalog. Plan I requires a minimum of 24 semester hours plus thesis. Plan II requires a minimum of 32 semester hours and a written exam. A minor of 15 hours in a subject taught in the secondary schools is recommended. Minor work distributed among other areas of education is permissible with the advisor’s consent.

Curriculum Requirements for Plan I and Plan II
1. All students must complete the M.A. core, which consists of classes in: a) educational research; b) curricular studies; c) pedagogical practices; d) educational diversity; and e) a synthesis capstone seminar.
2. Students considering a Plan I program must consult with a faculty advisor for an appropriate completion to their program.
3. A written examination must be successfully completed for all students in a Plan II program.
4. Not more than 4 hours of problems (591) may be a part of the program.

NOTE: Changes in state requirements or state reform initiatives in education may require periodic revisions of the curriculum and admissions process.

Master of Arts Program with Licensure
(Plan II only)
Students holding a bachelor’s degree without a professional education background are eligible for the Master’s with licensure. Students should meet with a faculty advisor about the 45-hour Master’s in Secondary Education Program with Licensure. A 15-hour overlap between the basic licensure requirements and the Master’s degree program is permitted, with the approval of the faculty advisor. Any student who wishes to work toward teacher licensure in Secondary Education must be formally admitted to the graduate program and the licensure plan.

Basic Requirements, all M.A. applicants
In order to be admitted to the M.A. in Secondary Education with licensure, you must
1. meet graduate school and program requirements, including an overall GPA of 3.0.
2. meet teaching field requirements; including a 2.5 content area GPA and sufficient course work in the content area.
3. register for, take and pass the Basic Skills section of the New Mexico Teacher Assessment. The second and third sections, the Assessments of Teacher Competency and Content Knowledge, may be completed during or after your field experience courses.

If you do not meet these requirements but wish to apply, meet with the Secondary Education Faculty member who is the advisor for your chosen content-teaching field.

Formal admission to graduate status occurs concurrently with admission to Secondary Education.

Application packets are available in the Department of Teacher Education.
Curriculum Requirements for Master’s Degree and Licensure (45 hours)

Standard Licensure Component (24 hours):
1. EDPY 303/503 Human Growth and Development  3
2. EDUC *438
   -or- LLSS 538 Teaching Reading and Writing in the Content Field  3
3. SPCD 507 Collaboration for Inclusive Education  3
The following courses are offered Fall only:
4. EDUC 362 Teaching Experience I  3
5. EDUC 493 T: Issues in Secondary Education  3
6. One of the following methods courses:
   a) EDUC 432 Teaching of Secondary Mathematics
   b) MSET 431 Teaching of the Sciences
   c) LLSS 432 Teaching of Social Studies
   d) LLSS 436 Teaching of English
   e) LLSS *480 Second Language Pedagogy
The following course should be taken during Spring only.
7. EDUC 595 Advanced Field Experience  6

Optional Alternative Licensure Component (18 hours):
(For Secondary Education Graduate Students Seeking Alternative Licensure Only)
1. EDUC *438
   -or- LLSS 538 Teaching Reading and Writing in the Content Field  3
2. SPCD 507 Collaboration for Inclusive Education  3
The following courses are offered Fall only:
3. EDUC 362 Teaching Experience I  3
4. EDUC 493 T: Issues in Secondary Education  3
5. One of the following methods courses:
   a) MSET *429 Teaching of Secondary Mathematics
   b) MSET 431 Teaching of the Sciences
   c) LLSS 432 Teaching of Social Studies
   d) LLSS 436 Teaching of English
   e) LLSS *480 Second Language Pedagogy
   *can be taken for Graduate credit with appropriate approval

The following course should be taken during Spring only.
6. EDUC 595 Advanced Field Experience  3

All students pursuing a Master’s degree program with licensure must complete a core of graduate courses, including classes in: a) educational research; b) curricular studies in a general or specialty area; c) pedagogical practices in a general or specialty area; d) educational diversity; and e) synthesis seminar. Students may also complete up to 6 hours of coursework in a focused support area that will draw from academic areas outside of the College. Details for other requirements can be found in the College of Education’s description of Doctoral Programs. A midpoint evaluation is completed at 24 credit hours.

For more information contact:
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Hokona Hall-Zuni, Room 121
(505) 277-4533
ted@unm.edu
http://ted.unm.edu

Multicultural Teacher and Childhood Education Doctoral Degree

The Ph.D. and the Ed.D. in Multicultural Teacher and Childhood Education are offered in the Department of Teacher Education. This degree provides for the study of teaching and curriculum instruction in multicultural settings. Both the Ph.D. and Ed.D. and require a core of Foundational Studies, Curriculum Theory, Pedagogy in Teacher Education, Technology and Teacher Education and Multicultural Education.

Applications: In addition to all materials required by the University of New Mexico Office of Admissions, the following must be submitted directly to the Department of Teacher Education: five letters of recommendation, a letter of intent, a professional writing sample, official copies of transcripts, GRE scores, and a curriculum vitae/resume.

Admission Requirements:
1) Meet graduate school and program requirements, including an overall GPA of 3.0;
2) Hold a valid teaching license and three (3) years of teaching in K-12 settings;
3) A Master’s degree in education or related field;
4) GRE Scores;
5) Evidence of potential to conduct scholarly research and academic writing.

A complete paper application packet must be submitted to the department of Teacher Education.

Application Deadlines
Summer/Fall Semester: March 1
Spring Semester: October 30

Degree Requirements:
The doctoral program requires 72 hours of coursework (not including the dissertation) comprised of 48 hours in the major doctoral core and 24 hours in a focused support area that will draw from academic areas outside of the College. Details for other requirements can be found in the College of Education’s description of Doctoral Programs. A midpoint evaluation is completed at 24 credit hours.

For more information contact:
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Educational Specialist Certificate

An Educational Specialist Certificate in Curriculum and Instruction is offered for practitioners interested in studies beyond the master’s level, but not in a doctoral program. The certificate is intended to deepen knowledge and experiences in one area of interest to strengthen a practitioner’s contributions to schools, communities, and educational agencies. The certificate requires 30 hours beyond the master’s degree. Courses taken in this certificate program may not be transferred to the doctoral degree.

For more information contact:
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Department of Teacher Education Courses

Courses in the Teacher Education Program for Elementary Education, Secondary Education, and Multicultural Teacher and Childhood Education use two course subject codes; EDUC (Education) and MSET (Mathematics, Science and Educational Technology).
Education (EDUC)

124. Intro to Computers for Educators. (1)
An introduction to microcomputers, software and telecommunications. Emphasis placed on educational applications of software and hardware. Macintosh and DOS classes available.

220. Exploring Schools and Teaching. (2)
This course is open to all University students interested in exploring schools, teaching, contemporary education issues and teaching as a profession.

291. [CMTE 291.] Problems. (1-3 to a maximum of 3) ∆
Restriction: permission of instructor.

293. Topics in Education. (1-3, no limit) ∆
Various topics related to education from an interdisciplinary perspective.

296. [CMTE 296.] Internship. (3-6 to a maximum of 12) ∆

313. Developmental, Psychological and Social Issues in Education. (6)
Designed to meet the New Mexico State Board of Education entry-level competencies for teachers. Considers the critical and controversial issues in human development, learning and social problems in education.

321L. Teaching of Social Studies in the Elementary School. (3)
Development of conceptual framework for study of community-based curriculum with emphasis on the diverse cultures of the southwest and value clarification. Supervised work with children allows for in-depth analysis of both content and process. Three lectures, 1 hr. lab.

330L. Teaching of Reading. (3)
Study of reading process for emergent and intermediate readers focusing on: cueing systems, assessment, family and community contexts, language, culture and instruction in individual and small group settings. Lab includes supervised tutoring and discussion group.

331L. Teaching of Reading in the Elementary School. (3)
Establishing a theoretical framework for exploring various approaches to reading/language development, instruction and evaluation in multicultural classroom settings. Three lectures, 1 hr. lab.

333L. Teaching Oral and Written Language in the Elementary School. (3)
Study of oral and written forms of language. Background theory in language development and use in teacher-child interactions is presented and followed by carefully designed experiences with children. Three lectures, 1 hr. lab.

353L. Teaching of Science in the Elementary School. (3)
Methods, processes, content and management of children’s science observation, exploration, discovery and invention; attitudes of inquiry and wonderment. Science integrated with math and other areas of life. Three lectures, 1 hr. lab.

361L. Teaching of Mathematics in the Elementary School. (3)
Strategies and materials appropriate for traditional and innovative instructional programs in elementary school mathematics. Supervised work with children allows for in-depth analysis of both content and process. Pre- or corequisites: Math 111 and 112 and (MATH 121 or MATH 215).

362. Teaching Experience I. (3)
An early experience working in the schools to develop familiarity with students and the school culture. Seminar with six hours of field work weekly. Offered on a CR/NC basis only.

391./591. [CMTE 391./591.] Problems. (1-3 to a maximum of 3) ∆
(Also offered as MSET 391.)

400. Student Teaching in the Elementary School. (1-2-3-6-9-12 to a maximum of 15) ∆
Pre- or corequisites: 321L or 331L or 333L or 353L or 361L. Additional requirements are listed in previous section entitled “Student Teaching.” Offered on a CR/NC basis only. Restriction: admitted to Elementary Education.

*421. The Social Studies Program in the Elementary School. (Estudios Sociales en las Escuela Primaria.) (2-3 to a maximum of 3) [3] ∆
Overview and development of the social studies curriculum within the contexts of the elementary school program and multicultural community settings.

*433. Oral and Written Language Program in the Elementary School. (Lenguaje Oral y Escrito en la Escuela Primaria.) (2-3 to a maximum of 3) ∆
The development extension/elaboration and analysis of the language arts in both home language and English language. Creative methods and materials.

*438. Teaching Reading and Writing in the Content Field. (3)
Course explores issues of literacy development (i.e., reading, writing, listening and speaking) across core content areas of school curriculum. Required in secondary teacher education for all content specialization areas. Restriction: permission of the department.

*453. The Science Program in the Elementary School. (1-3 to a maximum of 3) [3] ∆

*461. The Mathematics Program in the Elementary School. (1-3 to a maximum of 3) [3] ∆

462. Student Teaching. (3-6-9-12 to a maximum of 15) ∆
Observation and teaching in secondary schools for one or more semesters. Weekly seminar meetings required with University supervisors. Prerequisite: 362.

464. Student Teaching Seminar. (3)
A seminar linked to student teaching to address issues of teaching as a profession. Corequisite: 462.

492. [CMTE 492.] Workshop. (Taller Pedagogico.) (1-4 to a maximum of 9) ∆
(Also offered as MSET 492.)

493./593. Topics. (1-3, no limit) ∆
Undergraduate and or graduate credit for students in Teacher Education working with faculty in specific topics identified by the course title.

493./593. [CMTE 493.] Topics in Education. (1-6, no limit) ∆
Various topics related to education from an interdisciplinary perspective.

495. [CMTE 495.] Field Experience. (3-6 to a maximum of 12) ∆
(Also offered as MSET 495.) Planned and supervised professional laboratory or field experiences in agency or institutional setting.

497. [CMTE 497.] Reading and Research in Honors. (3-6 to a maximum of 6) ∆
Restriction: permission of the major advisor.

500. Research Applications to Education. (3)
An exploration of the forms of research in teaching and learning. Students have opportunities to identify types of research and determine the significance of the conclusions of research.
501. High School Curriculum. (3) Inquiry into high school curriculum with a focus on organization, models, goals setting, and planning and evaluation.

502. [CMTE 500.] Advanced Instructional Strategies. (3) Exploration of accomplished teaching through study, practice and inquiry. Subject matter pedagogy and the diversity of pathways for learning, assessment and special needs in instruction are addressed.

511. [CMTE 511.] Curriculum in the Elementary School. (3-12 to a maximum of 12) A A study in the design, structure and implementation of curriculum in elementary classrooms. Other topics include historical perspectives of curriculum, influential factors on defining curriculum and theoretical connections.

512. [CMTE 512.] Arranging Learning Environments. (3) Course assists experienced elementary teachers to build and design a conceptual framework about the teaching and learning process as it relates to the arranged classroom environment in which students and teachers operate.

513. [CMTE 513.] The Process of Teaching and Learning. (3) Engages experienced teachers in the study and analysis of their own teaching and learning events through reflection and inquiry. Case studies, journals and narratives of teachers are used as tools for developing understandings.

516. [CMTE 516.] Integrating Curriculum in the Classroom. (3) Inquiry and practice in integrating curriculum across disciplines of knowledge, children’s diverse understandings, habits of mind and community needs and projects. Explores organization, models, goals setting, planning and evaluation.

531. The Reading Program in the Elementary School. (El Programa de Lectura en la Escuela Primaria.) (1-3 to a maximum of 3) Prerequisite: 331L.

542. [CMTE 542.] Principles of Curriculum Development. (3) Focuses on issues of curriculum (K–12) from formal aspects of goals setting and planning to implicit issues of politics, culture and ideology.

560. [CMTE 560.] Instructional Leadership and Development. (3) Focuses on supervision in terms of professional growth, staff development, and creating organizations in which learning, rather than power and control, is the center of attention. Supervision as evaluation is a relatively minor part of the course.

562. [CMTE 562.] Practicum in the Supervision of Instruction. (3 to a maximum of 12) The study about and practice of supervision of instruction in K–12 classroom settings. Designed to assist and improve capacities of student teaching supervisors, mentor teachers, clinical faculty and advanced graduate students in teacher education.

590. [CMTE 590] Seminar. (3) For students in the Department of Teacher Education, this course synthesizes course work which has made up a master’s degree program. Enhance and develop competence in professional communication, written and oral.

591./391. [CMTE 591./391.] Problems. (1-3 to a maximum of 6) A A problems course, EDUC 591, is an acceptable substitute for EDUC 502 for all students in a teaching field endorsement program.

592. [CMTE 592.] Workshop. (1-4 to a maximum of 5) Offered on a CR/NC basis.

593./493. Topics. (1-3, no limit) Undergraduate and or graduate credit for students in Teacher Education working with faculty in specific topics identified by the course title.

593./493. Topics in Education. (1-3, no limit) Offered on a CR/NC basis.

595. [CMTE 595.] Advanced Field Experiences. (3-6 to a maximum of 12) (Also offered as MSET 595.) Planned and supervised advanced professional laboratory or field experiences in agency or institutional settings.

596. [CMTE 596.] Internship. (3-6 to a maximum of 12) (Also offered as MSET 596.)

597. [CMTE 597.] Directed Readings in Secondary and Adult Teacher Education. (3-6 to a maximum of 6) Offered on a CR/NC basis only.

598. [CMTE 598.] Directed Reading in Elementary Education. (3-6 to a maximum of 6) Offered on a CR/NC basis only.

599. [CMTE 599.] Master’s Thesis. (1-6, no limit) (Also offered as MSET 599.) Offered on a CR/NC basis only.

690. [CMTE 690.] Dissertation Seminar. (3)

696. [CMTE 696.] Internship. (3-6 to a maximum of 12) (Also offered as MSET 696.)

698. [CMTE 698.] Directed Readings in Elementary/Secondary Teacher Education. (3-6 to a maximum of 12) Offered on a CR/NC basis only.

699. [CMTE 699.] Dissertation. (3-12, no limit) (Also offered as MSET 699.) Offered on a CR/NC basis only.

Mathematics, Science and Educational Technology (MSET)

365. Microcomputers in Schools. (3) Students explore constructivist learning theory as it applies to educational technology as a tool in the learning environment and examine the impact of technology in relation to the changing role of the teacher.

391./591. Problems. (1-3) (Also offered as EDUC 391.) Offered on a CR/NC basis.


492. Workshop. (Taller Pedagogico.) (1-4 to a maximum of 9) (Also offered as EDUC 492.)

493./593. Topics. (1-3, no limit) Undergraduate and or graduate credit for students in Teacher Education working with faculty in specific topics identified by the course title.

495. Field Experience. (3-6 to a maximum of 12) (Also offered as EDUC 495.) Planned and supervised professional laboratory or field experiences in agency or institutional setting. Restriction: permission of instructor.
515. Teaching Environmental Education. (3)
An exploration of specific teaching and learning methodolo-
gies for facilitating environmental literacy within a variety of
education settings.

525. Multicultural Environmental Education. (3)
This course studies various cultural perspectives as they
apply to the natural and human environment and to explore
their specific influences on environmental education peda-
gogy.

530. Seminar in Science Teaching. (3)
This course addresses current and historical issues in sci-
ence teaching and learning. Course topics may vary and
are grounded in relevant research, current practice, learning
theories, supervision, standards in teaching and cognition.

533. Seminar in Teaching Elementary Science. (3-12 to
a maximum of 12) ∆
Course is designed to explore current and historical issues
in elementary science teaching and learning. Course topics
may vary and are grounded in relevant research, current
practice, learning theories, supervision, standards in teach-
ing and cognition.

561. Seminar in Teaching Mathematics. (3-12 to a maxi-
num of 12) ∆
Students will read and discuss current research on teaching
and learning mathematics in the K–12 mathematics curriculum.
They will engage in activities that reflect the curricular content
and instruction described in national and state standards.

565. Diagnostic and Corrective Techniques in
Mathematics Teaching. (3)
This course has two primary objectives: assessment and
remediation. Assessment is accomplished through quantita-
tive and qualitative measures while remediation is reached
through corrective measures suggested by the results of
assessment.

591./391. Problems. (1-3 to a maximum of 12) ∆
593./493. Topics. (1-3, no limit) ∆
Undergraduate and or graduate credit for students in Teacher
Education working with faculty in specific topics identified by
the course title.

595. Advanced Field Experiences. (3-6 to a maximum
of 12) ∆
(Also offered as EDUC 595.) Planned and supervised
advanced professional laboratory or field experiences in
agency or institutional settings.

596. Internship. (3-6 to a maximum of 12) ∆
(Also offered as EDUC 596.)

599. Master’s Thesis. (1-6, no limit) ∆
(Also offered as EDUC 599.) Offered on a CR/NC basis
only.

643. Curriculum Theory Seminar. (3)
(Also offered as LLSS 643.) Doctoral level seminar examining
curriculum theory.
Restriction: permission of instructor.

696. Internship. (3-6 to a maximum of 12) ∆
(Also offered as EDUC 696.)

699. Dissertation. (3-12, no limit) ∆
(Also offered as EDUC 699.) Offered on a CR/NC basis
only.