



Central New Mexico Community College

Alternative Teacher Licensure Program

Candidate Information Student Guide

2019-2020



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CNM ALTERNATIVE TEACHER LICENSURE PROGRAM

MISSION STATEMENT

The mission of the Alternative Teacher Licensure Program (ATLP) at Central New Mexico Community College (CNM) is to transform the educational landscape of New Mexico so that students and teachers embrace creative, curious and critical thinking, and collaborative problem solving. The ATLP is a competency-based, professional program that prepares teachers to address educational inequalities through the design of cohesive, rigorous curriculum and assessment, and meaningful instruction. ATL graduates value and support student diversity and individual student needs by enhancing the college, career, and life aspirations of their students.

CORE VALUES

The Education Department, guided by professional standards and practices and input from our professional partners, has defined five core values that inform our curriculum, student assessment and program assessment.

Critically Reflective Practice: We believe that educators must be critically reflective practitioners. We model and teach critically reflective practice through knowledge and skills that will enable our students to address the following questions: (1) Who am I as an educator? (2) Why do I do what I do? and (3) How do I engage in continuous improvement?

Professionalism: We advocate that our students, many currently working in the field, must be recognized as professionals and in turn will validate such recognition by understanding and upholding the moral, ethical and behavioral guidelines for their chosen profession.

Diversity: We respect the diversity that students bring to the classroom and as such model inclusive teaching and learning practices in which students' diverse needs are not only met but also celebrated as integral to meaningful learning experiences.

Multicultural Perspectives: We embrace the various cultural perspectives that shape the diverse communities in which we live and thus emphasize knowledge of how multicultural perspectives shape the context of our interactions with community and our construction of meaning, and skills for working in multicultural environments.

Collaboration: We believe in the value of collaboration with colleagues, students, families, and communities and build skills needed to engage in effective and authentic collaborative relationships.

CNM ALTERNATIVE TEACHER LICENSURE PROGRAMS STAFF AND FACULTY DIRECTORY

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STATE REQUIREMENTS FOR ALTERNATIVE TEACHER LICENSURE

- I. Degree Requirements
 - a. Bachelor's degree including 30 semester hours of credit in a particular field that appertains to the licensure area sought **OR**
 - b. Master's degree including 12 semester hours of graduate credit in a particular field that appertains to the licensure area sought **OR**
 - c. Doctorate in a particular field that appertains to the licensure area sought. Note: The Public Education Department requires that within the 30 credits, a candidate must have earned a "C" or better in all coursework.

NOTE: Currently the Public Education Department requires that within the 30 credits a candidate must have earned a "C" or better in all coursework. For individuals seeking a secondary content area, the state may require 12 credits of coursework from upper division courses in the content area.

- II. Teacher Assessments*
 - a. NES Essential Academic Skills (Reading, Writing and Mathematics)
AND
 - b. Elementary Assessments (Subtest I & Subtest II)
OR
Secondary Assessment
OR
K-12 Special Education Assessment
AND
 - c. Assessment of Professional Knowledge (Elementary **OR** Secondary, **OR** Both for dual licensure candidates)

****Please refer to page 18 for more information and details on the required exams for each licensure area.**

- III. Professional Education Requirement – this is the requirement the CNM program fulfills. Minimum of 12-21 semester hours (including student teaching) from a NM Public Education Department approved teacher certification program. Our program was approved as an 18-21 credit hour program – see specific course requirements.
- IV. Mentorship Requirement
Upon successful completion of I, II, & III above, candidates are eligible for level-one, 5-year provisional teaching licenses. During the 5 years that a candidate holds a level-one license, a mentorship must be completed through a mentorship program designed by the school district and approved by the NM Public Education Department. Upon successful completion of a 1-3 year mentorship program and other licensure advancement requirements, a candidate is eligible to apply for a level-two, 9-year professional teaching license.

** These requirements are subject to change to align with changes to New Mexico State Statue and NM PED requirements.

For more detailed information on alternative teacher licensure routes and advancement, visit www.ped.state.nm.us or visit <http://www.teachnm.org/>.

CONSTRUCT OF THE CNM ALTERNATIVE TEACHER LICENSURE PROGRAM

The CNM Alternative Licensure Program is aligned to the NMTEACH competencies and national InTASC teacher core standards and is an approved program by the New Mexico Public Education Department.

Competency-based Coursework

The CNM ATL Program is academically challenging and models rigorous coursework designed to meet teacher competencies. Each course is aligned to final program outcomes and all students must demonstrate competency by passing one or more performance tasks in each course. Students who fail to pass the final assessment will be required to repeat the course. Students who are unable to pass a course after two attempts will need to meet with the Director of Education Programs to determine whether or not they may remain in the program.

Candidates should expect to spend about 5-7 hours per week outside of the classroom per three-credit course. Courses are offered in the evenings at CNM's Main and Westside campuses based on student enrollment.

First semester students may **only** take 6 credits of ATL Program coursework.

Content Knowledge

Students entering the program should have strong content knowledge in their subject area based on previous coursework. The ATL program is designed to support content experts with pedagogy, but does not have specific content area courses. We recommend that students take their Content Assessments during the first semester in the program and remain current in their subject area through additional coursework and self-study. If we deem your content knowledge below expected standards, you will be asked to take additional coursework before continuing in the program. Content knowledge is crucial to passing your final supervised field experience.

Fieldwork

Students are expected to complete 25 hours of field experience in the initial program course work (EDUC 2250/SPED 2250) to learn more about the education system and being a classroom teacher. Other courses in the program will have additional field experiences, students should record all field experiences in the [field experience log](#). If you are teaching on an Alternative Level 1 license, some of your fieldwork can be completed in your own classroom, but we encourage you to take the opportunity to visit other teacher's classrooms to learn from other experienced teachers.

Fieldwork is a wonderful way to establish relationships with teachers and schools that could lead to a final supervised field experience placement. The majority of the classes will have a field experience component and students are expected to keep a log of their hours on the [field observation log](#) and submit their field experience log as part of the SFE application process.

In order to meet the needs of the schools in central New Mexico, we encourage students to do fieldwork in a variety of settings with diverse student populations.

Competency Based Curriculum

The Alternative Teacher Licensure Program is a competency-based program, in which all coursework is based on skills and knowledge that are foundational to effective practice as a teacher. As such, our courses are designed to teach and assess specific competencies through performance tasks and other summative assessments. All final grades are based on performance on these assessments, your grades in the program should reflect your competence as a teacher, rather than your competence as a college student. As a program, we collect data from your performance on course assessments for both candidate and program evaluation.

Supervised Field Experience/Student Teaching

Students are expected to build their teaching competency and knowledge throughout the program and apply what they have learned in the field during Supervised Field Experience (SFE). Students will be evaluated in the field and must demonstrate competency to pass. SFE is the final class in the program and should be taken after completing all coursework so that students have the opportunity to demonstrate the competencies they have learned. Students must fill out an application to participate in SFE the semester before they intend to complete their student teaching requirement.

Teacher Candidates must earn a B or higher in all ATLP courses OR maintain a 3.5 GPA in the program to enroll in the Supervised Field Experience (SFE) at the end of the program. Students may retake a course in order to meet one of these requirements. Students may only take a course **two times**. Failure to pass a course for the second time will require a request submitted to the Education Programs to attempt a course a third time. The Education office will determine whether the student will remain in the program and be granted a third attempt. Any third attempts require a face-to-face meeting with the Education Department, a formal success plan, and adequate continued progress to complete the program in the time specified.

EXCEPTION: Students only have two attempts at completing SFE. Students must apply for and complete a face to face meeting, a success plan, and successfully complete SFE on the second and final attempt. Failure to pass SFE after 2 attempts will result in removal from the ATL program for all licensure pathways.

The CNM Alternative Teacher Licensure Program coursework is rigorous and is equivalent to graduate level work but is numbered at the 200 level and thus will not be accepted as graduate credit at any other institution.

The ATL Program may take as little as 3-4 semesters to complete dependent upon starting semester and course offerings.

Students are expected to complete the coursework and exams for the ATL Program within three (3) years. Any student who does not take ATL Program coursework two (2) semesters in a row may be removed from the program due to inactivity. Please communicate with the Education Department if you anticipate taking time off from your coursework. Due to curriculum and/or catalog changes, rejoining the ATL Program after more than two semesters of inactivity may result in additional coursework or a repeat of coursework.

Listed below is the advised sequence of coursework of each program. The ATL Program is designed for students to take two classes (6 credit hours) of coursework per semester in this sequence to meet course prerequisites and ensure timely program completion.

General Education-Elementary (K-8) Program & Recommended Sequence		
Course Number	Course Title	Credits
EDUC 2250	Foundations of Education	3
EDUC 2285	Curriculum Development, Assessment and Evaluation I	3
EDUC 2286	Curriculum Development, Assessment and Evaluation II	3
EDUC 2260	Emergent Literacy for Diverse Learners	3
EDUC 2284	Effective Teaching Methods and Strategies	3
EDUC 2262	Intermediate Literacy for Diverse Learners	3
EDUC 2190	Supervised Field Experience	3

Total 21

General Education-Secondary (7-12) Program & Recommended Sequence		
Course Number	Course Title	Credits
EDUC 2250	Foundations of Education	3
EDUC 2285	Curriculum Development, Assessment and Evaluation I	3
EDUC 2286	Curriculum Development, Assessment and Evaluation II	3
EDUC 2284	Effective Teaching Methods and Strategies	3
EDUC 2264	Reading and Writing in Secondary Education for Diverse Learners	3
EDUC 2190	Supervised Field Experience	3

Total 18

Special Education (K-12) Program & Recommended Sequence		
Course Number	Course Title	Credits
SPED 2250	Foundations of Special Education	3
SPED 2258	Classroom and Behavior Management for Students with Special Needs	3
EDUC 2285	Curriculum Development, Assessment and Evaluation I	3
EDUC 2260	Emergent Literacy for Diverse Learners	3
SPED 2260	Methods and Materials for Special Education	3
EDUC 2262	Intermediate Literacy for Diverse Learners	3
OR		
EDUC 2264	Reading and Writing in Secondary Education for Diverse Learners Education	3
SPED 2390	Special Education Supervised Field Experience	3

Total 21

Prerequisites:

EDUC 2260: Emergent Literacy is the pre-requisite to EDUC 2262: Intermediate Literacy. Due to the curriculum of these classes, we do not allow students to take these classes as co-requisites.

EDUC 2285: Curriculum Development, Assessment and Evaluation I is the prerequisite to both EDUC 2286: Curriculum Development, Assessment and Evaluation II and SPED 2260: Methods and Materials for Special Learners. Due to the curriculum of these classes, we do not allow students to take these classes as co-requisites.

Supervised Field Experience (EDUC 2190 and SPED 2390) is to be taken as the final class in the Program, after successful completion of all other required coursework.

Dual Licensure Course Requirements:

Dual licensure students have the option of completing one SFE that meets the requirements of both licensure areas or completing two separate SFE courses, one for each licensure area. Each option has benefits and disadvantages. You should speak with the Education Programs Department if you need assistance deciding.

Listed below are the required courses and the recommended sequence.

*If you are doing two separate SFEs, you will add 3 additional credits to your program.

Elementary/Secondary & Recommended Sequence	
Course Number	Course Title
EDUC 2250	Foundations of Education
EDUC 2285	Curriculum Development, Assessment and Evaluation I
EDUC 2286	Curriculum Development, Assessment and Evaluation II
EDUC 2260	Emergent Literacy for Diverse Learners
EDUC 2284	Effective Teaching Methods and Strategies
EDUC 2262	Intermediate Literacy for Diverse Learners
EDUC 2264	Reading and Writing in Secondary Education for Diverse Learners
EDUC 2190	Supervised Field Experience
Total 24	

Secondary/Special Education & Recommended Sequence	
Course Number	Course Title
EDUC 2250	Foundations of Education
SPED 2250	Foundations of Special Education
SPED 2258	Classroom and Behavior Management for Students with Special Needs
EDUC 2285	Curriculum Development, Assessment and Evaluation
SPED 2260	Methods and Materials for Special Education
EDUC 2260	Emergent Literacy for Diverse Learners
EDUC 2264	Reading and Writing in Secondary Education for Diverse Learners
EDUC 2190/ SPED 2390	Supervised Field Experience/ Special Education Supervised Field Experience
*Total 27-30	

Elementary/Special Education & Recommended Sequence	
Course Number	Course Title
EDUC 2250	Foundations of Education
SPED 2250	Foundations of Special Education
SPED 2258	Classroom and Behavior Management for Students with Special Needs
EDUC 2285	Curriculum Development, Assessment and Evaluation I
SPED 2260	Methods and Materials for Special Education
EDUC 2260	Emergent Literacy for Diverse Learners
EDUC 2262	Intermediate Literacy for Diverse Learners
EDUC 2190/ SPED 2390	Supervised Field Experience/ Special Education Supervised Field Experience
*Total 27-30	

COURSE DESCRIPTIONS

EDUC 2250: Foundations of Education

(3 credits) Departmental approval required

Examines the historical, philosophical and social paradigms that define the modern teaching profession. Course competencies are built upon national, state, and professional standards and include understandings the need to develop and refine beliefs, goals, and strategies for effective teaching practice, the value of diversity in education, and the ethics of professional practice. Students participate in a 25-hour school-based practicum.

EDUC 2260: Emergent Literacy for Diverse Learners

(3 credits) Pre/Co-Requisite EDUC 2285

Examines the fundamentals of literacy development for emergent readers. Course competencies are built upon national and state standards for reading and focus on the development and assessment of oral language, phonemic awareness, alphabetic principle, phonics, sight words, fluency, spelling, and student vocabulary. Students will learn about research-based methods, materials, and strategies including differentiation, interventions, and considerations for ensuring accessibility for a diverse student population including struggling readers, students with disabilities, and English language learners. Requires field experience as part of the course.

EDUC 2262: Intermediate Literacy for Diverse Learners

(3 credits) Pre-Requisite EDUC 2260

Examines the essential components of intermediate literacy instruction with an emphasis on grades 4-8. Course competencies are built upon national and state standards for elementary reading and focus on the development and assessment of student vocabulary, academic language, background knowledge, reading comprehension, and student research and analysis of narrative and expository texts. Students will learn about research-based methods, materials, and strategies including differentiation, interventions, and considerations for ensuring accessibility for a diverse student population including struggling readers, students with disabilities, and English language learners.

EDUC 2264: Reading & Writing in Secondary Education for Diverse Learners

(3 credits) Pre-Requisite EDUC 2250 Pre/Co-Req EDUC 2285

Examines the essential components of content area literacy instruction for students in grades 7-12. Course competencies are built upon national and state standards for secondary literacy instruction, content area literacy, and focus on the design and integration of explicit reading and writing instruction using differentiated materials and evidence-based strategies. Students will learn about research-based methods, materials, and strategies including differentiation, interventions, and considerations for ensuring accessibility for a diverse student population including struggling readers, students with disabilities, and English language learners.

EDUC 2284: Effective Teaching Methods and Strategies

(3 credits) Pre-Requisite EDUC 2250

Examines the cognitive, interactive, and student-centered principles and structures of best practice teaching across the curriculum and among students of diverse languages, abilities, backgrounds and learning styles. Investigates effective methods and strategies for increasing K-12 student learning and motivation. Course competencies include best practices for classroom setup and climate, classroom management, student/teacher responsibility and communication, activities and assignments, teacher

attitude and outlook. Requires field experience as part of the course.

EDUC 2285: Curriculum Development, Assessment and Evaluation I

(3 credits) Pre/Co-Requisite EDUC 2250 or SPED 2250

Applies the curricular and assessment principles and tools of Understanding by Design in the development of Common Core State Standard-aligned curriculum, assessment and evaluation. Course competencies are built upon national and state standards and focus on 1) applying the principles of curriculum design for student learning, 2) designing standards-based curricula, 3) developing summative performance tasks using assessment principles, and 4) evaluating data and student work to inform instruction.

EDUC 2286: Curriculum Development, Assessment and Evaluation II

(3 credits) Pre-Requisite EDUC 2285

Applies the curricular and assessment principles and tools learned in EDUC 2285 Curriculum Development Assessment and Evaluation I to lesson planning for the day-to-day and week-to-week classroom. Course competencies are built upon national and state standards and focus on 1) clearly identifying student learning goals, 2) developing formative assessments for learning, 3) engaging students in their own learning, and 4) differentiating for individual and diverse student needs.

EDUC 2190: Supervised Field Experience

*(3 credits) **Departmental approval required. Application required semester prior.*

Applies learning theory and practices from all previous coursework in an advanced supervised fieldwork experience. Course competencies are built upon national and state standards and focus on planning, developing and implementing curriculum for diverse learners. Students are required to meet competencies as defined by the NM Public Education Department through a minimum of 160 contact hours in an approved education setting.

SPED 2250: Foundations of Special Education

(3 credits) Departmental approval required

Examines the historical and legal basis for special education services for students with disabilities. Course competencies are built upon national, state, and professional standards and include understandings of 1) the exceptionality categories included in the Individuals with Disabilities Education Act (IDEA, 2004) and NM State Law; 2) the responsibilities of educators and school systems to students with disabilities, including the role of professional ethics; and 3) the importance of and strategies for collaborating with families and other professionals. Students participate in a 25-hour school-based practicum.

SPED 2258: Classroom and Behavior Management for Students with Special Needs

(3 credits) Pre/Co-Requisite SPED 2250

Examines positive behavior supports and environmental management of behavior. Course competencies are built upon national, state, and professional standards and focus on the 1) basic procedures for organizing and managing a classroom and 2) identifying and implementing school setting, including data collection, functional behavior assessment, and developing effective behavior intervention plans. Requires field experience as part of the course.

SPED 2260: Methods and Materials for Special Education

(3 credits) Pre-Requisite EDUC 2285

Examines appropriate teaching strategies and materials in instructional design and delivery, including classroom-based assessment and data collection for students receiving special education services. Course competencies are built upon national, state, and professional standards and focus on 1) clearly identifying student learning goals, 2) developing formative assessments for learning, 3) engaging students in their own learning, and 4) differentiating for individual and diverse student needs including designing instruction based on student strengths, integrating opportunities for addressing IEP goals within content area lessons developed using grade-level standards, and developing evaluation tools for reporting student progress as related to specific learning goals.

SPED 2390: Special Education Supervised Field Experience

*(3 credits) **Departmental approval required. Application required semester prior.*

Applies learning theory and practices from all previous coursework in an advanced supervised fieldwork experience. Course competencies are built upon national and state standards and focus on planning, developing and implementing curriculum for diverse learners. Students are required to meet competencies as defined by the NM Public Education Department through a minimum of 160 contact hours in an approved special education setting.

**** All Supervised Field Experience (SFE) classes (EDUC 2190 and SPED 2390) are taken at the end of the program of studies. Students must apply the semester prior to taking Supervised Field Experience (SFE). Applications are sent out via email.**

- Students must complete all of their core coursework and successfully pass all necessary NES Assessments (please refer to [REQUIRED EXAMS](#) for more information).
- Students must have a minimum program GPA of 3.5 and apply for Supervised Field Experience the term before.
- Students must have an Intern, EA or substitute license or provide proof of a passed district fingerprint/background check.
- Dual licensure students may have the option of completing one SFE that meets the requirements of both licensure areas or completing two separate SFE courses, one for each licensure area. Each option has benefits and disadvantages and different availability, students are encouraged to speak to ATL faculty and Education Staff to discuss their options.

SUPERVISED FIELD EXPERIENCE (SFE)

Supervised Field Experience (SFE) is the capstone course in which students must demonstrate their competency in teaching in order to complete the program.

The purpose of the Supervised Field Experience (SFE) is to ensure that students in the CNM Alternative Licensure Program have supervised opportunities to practice teaching in a classroom, ultimately demonstrating proficiency, at an entry level, of the New Mexico Teaching Competencies in the licensure area they are pursuing. This experience varies for our students as we have students that are already teaching full time, students who are educational assistants and students who have full-time careers outside of education. Field experience students will meet regularly as a class with their faculty field supervisor over the course of the semester.

Students are expected to demonstrate professional behavior aligned with CNM's Student Code of Conduct, the ATL Program's Student Code of Conduct and the New Mexico teacher Code of Ethics and Standards of Professional Conduct (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>). Failure to do so will result in permanent removal from the program, including all licensure pathways.

As part of your program you will have many opportunities to observe in classroom settings. Students are *strongly encouraged* to begin networking early in their program with schools, teachers, and principals to find a teacher and a school that will serve as a supervised field experience site. Volunteering and substitute teaching can be very successful ways to get your foot in the door.

Students can conduct SFE placements in the following areas: Albuquerque, North to Rio Rancho and Bernalillo, South to Los Lunas, and East to Edgewood. Students wishing to do SFE at a site outside this service area should contact the Education Department as soon as possible. It is at the discretion of the department if an out-of-district site will be considered for SFE due to faculty scheduling and travel.

Students who are not successful in a first attempt of SFE are required to meet with the Education Department and will be required to complete a Success Plan. Any student who does not successfully complete their Supervised Field Experience (SFE) over the course of two separate semesters will not be allowed to continue in the program and will not be allowed to return to the ATL program for any licensure area. Any final decisions will be made by the Director of Education Programs.

The Supervised Field Experience (SFE) Handbook which outlines expectations and requirements may be requested by contacting fieldexp@cnm.edu.

CLASSROOM OBSERVATION REQUIREMENTS

Students will be required to do field-based assignments throughout the program, which means they will be observing and interacting in a school setting. APS and RRPS have specific requirements for conducting such observations in their schools.

For students wishing to complete field-based assignments in schools that are not part of APS or RRPS, please contact the school administrator to inquire about their requirements.

Students are provided information about the background check clearance process upon acceptance into the Program.

Processes, procedures, and requirements for background clearances are subject to change without notice according to state or district requirements. Students are expected to meet district background checks at all times.

ADDITIONAL ENDORSEMENT COURSEWORK

CNM offers coursework necessary to add endorsements to an existing license: Gifted Education, Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education.

Teachers with these endorsements may receive additional pay in APS and RRPS. These classes are not part of the required coursework of the Alternative Teacher Licensure Program and therefore cannot be substituted for required coursework and may not qualify for Financial Aid.

To add an endorsement to a license, you must submit an endorsement application to the Public Education Department with transcripts reflecting the minimum semester hours of credit in the endorsement area, (teaching field).

<http://www.ped.state.nm.us/Licensure/2010/apps/endorsement%20application%200062110.pdf>

TESOL AND BILINGUAL EDUCATION

The TESOL endorsement is intended for individuals working with English language learners in any classroom setting. **We encourage all students to add a TESOL endorsement to their license.**

There are different avenues for adding a TESOL or Bilingual Endorsement to a license, please see the PED regulations for the state requirements:

TESOL: <http://www.ped.state.nm.us/licensure/2010/endorsements/TESOL.pdf>

Bilingual: <http://www.ped.state.nm.us/licensure/2010/endorsements/BILINGUAL.pdf>

CNM offers coursework for teachers to add a TESOL and/or Bilingual Endorsement to an existing license through the following pathway:

To add a **TESOL endorsement with CNM coursework** to an existing license you must:

1. Complete a minimum of 6 credit hours in a foreign language other than English.
2. Complete a minimum of 6 credit hours of TESOL methods courses:
 - a. EDUC 2222: Literacy/Language Instruction for ESL Learners
 - b. EDUC 2224: ESL Across the Content Areas
3. Successfully pass the NES K–12 Assessment: English to Speakers of Other Languages exam

To add a **Bilingual endorsement** to an existing license with CNM coursework students must:

1. Complete the requirements for the TESOL endorsement (listed above) and add the TESOL endorsement to your license.
2. Take and pass La Prueba de Español para La Certificación Bilingüe.
<http://www.enmu.edu/academics/prueba-de-espanol-nm-spanish-language-proficiency-exam>
3. Take 6 credit hours of Bilingual Methods courses:
 - a. EDUC 2225: Theories & Principles of Bilingual Education
 - b. EDUC 2226: Instructional Methods & Strategies for the Bilingual Classroom

OR

Students may

1. Take and pass La Prueba de Español para La Certificación Bilingüe.
<http://www.enmu.edu/academics/prueba-de-espanol-nm-spanish-language-proficiency-exam>
2. Take 12 credit hours of Bilingual Methods courses, 6 of which can be done at CNM (EDUC 2225 and EDUC 2226). The other 6 credit hours will need to be completed at another higher education institution.

COURSE DESCRIPTIONS

EDUC 2222: Literacy/Language Instruction for ESL Learners

(3 credits) Prerequisite EDUC 2250 or department approval

Provides an understanding of second language acquisition and develops a strong basis for instruction of literacy/language to English as a Second Language learners in K-12 classrooms.

EDUC 2224: ESL Across the Content Areas

(3 credits) Prerequisite EDUC 2250 or department approval

Provides an understanding of the goals, strategies and teaching techniques for effectively teaching content to ESL students in K-12 classrooms.

EDUC 2225: Theories and Principles of Bilingual Education

(3 credits) Department approval

Focuses on the foundations of Bilingual Education/ESL in U.S. schooling with an emphasis on program models and issues in schooling for bilingual learners. This course is taught primarily in Spanish.

EDUC 2226: Instructional Methods and Strategies for the Bilingual Classroom

(3 credits) Pre-Requisite EDUC 2225 or Department Approval

Develops knowledge of and use of theories, approaches, methods, and strategies for teaching literacy, biliteracy and other academic skills in English and the native language for elementary classrooms. This course is taught primarily in Spanish.

Please refer to the [CNM Schedule of Classes](#) for course availability.

GIFTED EDUCATION

Introduction to Gifted Education is a pre-requisite to the other Gifted Education coursework. Students must take this class or provide unofficial transcripts stating successful completion of a comparable course from another institution.

The Gifted Education endorsement can only be added to an existing NM teaching license by successfully completing 12 semester hours of gifted teaching methodology/pedagogy coursework and successfully passing the NES K–12 Assessments: Gifted Education exam.

COURSE DESCRIPTIONS

Course Pre-requisite & Departmental Approval

Department Permission is required for EDUC 2230: Introduction to Gifted Education. Students are required to contact teachered@cnm.edu and provide their CNM student ID number in order to receive the necessary permissions to register for EDUC 2230. EDUC 2230 is a prerequisite for all other courses in the endorsement coursework sequence.

EDUC 2230: Introduction to Gifted Education

(3 credits) Department Approval Required

Introductory course in the education of gifted students. Provides overview of current and historical issues in the field. Introduces intellectual, social, emotional, developmental, and educational characteristics of gifted students. Appropriate educational opportunities and programming are discussed. Designed for those students currently working in education.

EDUC 2231: Curriculum for Gifted Learners

(3 credits) Prerequisite EDUC 2230

Focuses on curriculum content, process, and product-evaluation modifications for gifted learners. Students will gain an understanding of various curriculum models to include the enrichment triad, multiple menu, autonomous learner, parallel curriculum, and integrated curriculum models. Students will develop curriculum and lesson plans to meet the needs of gifted education learners. Designed for those students currently working in education.

EDUC 2232: Strategies for Teaching Gifted Learners

(3 credits) Prerequisite EDUC 2230

Presents differentiated instructional strategies for teaching gifted learners, including modifications in content, process, products and environment. Designed for those students currently working in education

SPED 2233: Twice Exception and Special Populations of Gifted Learners

(3 credits) Prerequisite EDUC 2230

Focuses on special populations of gifted learners possessing unique characteristics and needs. Explores the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners. Designed for those students currently working in education.

REQUIRED EXAMS

November 15, 2014 was the last time the paper-based New Mexico Teacher Assessment (NMTA) exams were administered. Our Program accepts scores of any NMTA exams taken within the last 10 years.

Beginning December 2014, in order to be eligible to apply for a level one provisional teaching license individuals must pass all appropriate sections of the **National Evaluation Series (NES)** tests. The passing test score for each section of the NES assessments is 220.

*****Passing exam scores are subject to change based on state or national requirements.**

Detailed information on test dates, registration fees, registration options, etc. is available on the National Evaluation Series (NES) website at: <http://www.nestest.com/Home.aspx>

NES tests are computer-based tests available Monday through Saturday at Pearson test centers across the country. The CNM Workforce Training Center is a certified Pearson testing center.

An unofficial test score report will be provided to you at the test center upon completion of the test. Your official National score report will be reported within two weeks after testing.

****As you register for any NES tests, please make sure to indicate CNM as your reporting school as part of the Score Reporting Options to ensure we receive your results.**

All students will need to complete the relevant assessments listed in Section 1, 2 and 3 below:

1. Essential Academic Skills:
 - Subtest I: Reading
 - Subtest II: Writing
 - Subtest III: Mathematics

All individuals must provide proof of passing all three Essential Academic Skills Subtests as part of the program application.

2. Content Area Assessments*
 - a. **Elementary Licensure:**
 - i. Elementary Education Subtest I*
 - ii. Elementary Education Subtest II
 - iii. Essential Components of Elementary Reading Instruction*

*The curriculum in EDUC 2260: Emergent Literacy and EDUC 2262: Intermediate Literacy: Grades 4-8 will prepare you to take this test, and we encourage students to complete both EDUC 2260 and EDUC 2262 before attempting this exam.

To be eligible to teach specific content at the middle school level on a K-8 elementary license you must successfully pass one or more of the following (depending on the content area in which you seek an endorsement) or have 24 hours of content coursework on your transcripts.

Middle Grades Assessments

- Middle Grades English Language Arts

- Middle Grades General Science
- Middle Grades Mathematics
- Middle Grades Social Science

b. Special Education Licensure:

- i. K–12 Assessments - Special Education

We encourage Special Education students to take this assessment after completing SPED 2250, SPED 2258 and SPED 2260.

c. Secondary Licensure:

- i. To be eligible to apply for a level one secondary license you must successfully pass the **Secondary Assessment test** specific to the content area in which you seek an endorsement. The test should align to the content you have 30 credit hours in.
- ii. Please contact our office if you are unsure about the content area exam you should take.

**** Science teachers should take the Secondary General Science Assessment.

*** ALL students must successfully pass the content assessment prior to applying for Supervised Field Experience (SFE) course.**

3. Professional Knowledge

- Assessment of Professional Knowledge: Elementary
- Assessment of Professional Knowledge: Secondary

You must successfully pass this portion of the NES exams to be exit the ATL Program. Special Education students should choose one of the exams to take based on the age they are interested in teaching. Dual licensure students may be required to take both professional knowledge exams.

The Professional Knowledge section of the NES test includes:

- Student development and learning
- Instruction, assessment, and the learning environment
- The professional environment

We recommend that you wait until you have completed or concurrently enrolled in the last of your coursework before taking this exam.

Alternative Testing Arrangements and Requests for Additional Time

If you have a documented disability (physical, learning or cognitive) or if English is not your first language and you feel you need extra time for testing, you may submit a request for alternative testing arrangements when you register for the National Evaluation Series (NES) tests.

Please go to www.nestest.com and click on “Alternative Testing Arrangements” for information on how to request alternative testing arrangements. You will be required to provide additional documentation to support your request.

Contact the Education Programs Department at teachered@cnm.edu before registering for the NES tests to discuss alternative testing arrangements.

NES Testing Requirements for Licensure

Licensure Area	Required Exams
General Education - Elementary (K-8)	<p>Essential Academic Skills *</p> <ul style="list-style-type: none"> • Subtest I: Reading • Subtest II: Writing • Subtest III: Mathematics <p>Elementary Assessments*</p> <ul style="list-style-type: none"> • Elementary Education Subtest I • Elementary Education Subtest II <p>Essential Components of Elementary Reading Instruction *</p> <p>Assessment of Professional Knowledge:</p>
General Education - Secondary (7-12)	<p>Essential Academic Skills *</p> <ul style="list-style-type: none"> • Subtest I: Reading • Subtest II: Writing • Subtest III: Mathematics <p>corresponding Secondary Assessment *</p> <p>Assessment of Professional Knowledge: Secondary</p>
Special Education (K-12)	<p>Essential Academic Skills *</p> <ul style="list-style-type: none"> • Subtest I: Reading • Subtest II: Writing • Subtest III: Mathematics <p>K–12 Assessment - Special Education*</p> <p>Assessment of Professional Knowledge: Elementary <u>OR</u> Secondary (Depends on grade level taught and special education setting; speak to the Education Programs Department if you need assistance determining the appropriate exam</p>

*Students must successfully pass these exams prior to applying for Supervised Field Experience (EDUC 2190 or SPED 2390)

Please note: Assessment of Professional Knowledge exams are not required prior to Supervised Field Experience but are required to graduate from the ATL Program.

Dual Licensure	Required Exams
General Education – Elementary and Secondary	<p>Required Exams</p> <p>Essential Academic Skills *</p> <ul style="list-style-type: none"> • Subtest I: Reading • Subtest II: Writing • Subtest III: Mathematics <p>Elementary Assessments*</p> <ul style="list-style-type: none"> • Elementary Education Subtest I • Elementary Education Subtest II <p>Essential Components of Elementary Reading Instruction *</p> <p>corresponding Secondary Assessment *</p> <p>Assessment of Professional Knowledge: Elementary <u>AND</u> Secondary</p>
General Education – Elementary and Special Education	<p>Required Exams</p> <p>Essential Academic Skills *</p> <ul style="list-style-type: none"> • Subtest I: Reading • Subtest II: Writing • Subtest III: Mathematics <p>Elementary Assessments*</p> <ul style="list-style-type: none"> • Elementary Education Subtest I • Elementary Education Subtest II <p>Essential Components of Elementary Reading Instruction *</p> <p>K–12 Assessment - Special Education*</p> <p>Assessment of Professional Knowledge: Elementary</p>
General Education – Secondary and Special Education	<p>Required Exams</p> <p>Essential Academic Skills *</p> <ul style="list-style-type: none"> • Subtest I: Reading • Subtest II: Writing • Subtest III: Mathematics <p>corresponding Secondary Assessment *</p> <p>K–12 Assessment - Special Education*</p> <p>Assessment of Professional Knowledge: Secondary</p>

*Students must successfully pass these exams prior to applying for Supervised Field Experience (EDUC 2190 or SPED 2390)

Please note: Assessment of Professional Knowledge exams are not required prior to Supervised Field Experience but are required to graduate from the ATL Program.

APPLYING FOR JOBS

There is a consistent need for teachers in New Mexico, particularly in certain licensure and geographic areas. Upon acceptance into the program, students are eligible for a 2-year NM Intern Teaching License (see Applying for Licensure). This allows the students to apply for any teaching position in their licensure area at any school district in New Mexico while completing the ATL Program.

We encourage most students to take a few semesters of coursework before applying for jobs. CNM offers many services to help students in their job search. The Job Connection Center, located on Main Campus can help you with your job search, provided one-on-one resume assistance, and guide you through the interview process. You can visit them online at <https://www.cnm.edu/student-resources/connect-services/job-connection/job-connection> or by phone at 224- 3060.

Many, if not most, of the students in our program who get jobs during and after their program do so at schools where they have established relationships and spent time in the classroom. As part of your program you will have many opportunities to observe in classroom settings. Students are highly encouraged to begin networking early in their program with schools, teachers, and principals. Volunteering and substitute teaching can be very successful ways to get your foot in the door.

Information on substituting can be found at the following websites:

- Rio Rancho Public Schools: <https://www.rfps.net/Administration/HR/substituting.htm>
- APS: <https://www.aps.edu/human-resources/substitute-services>
- Kelly Services: <http://www.kellyeducationalstaffing.us/> (Serves many area charter schools)

All major school districts maintain current job openings on their websites. Search below for more information:

- Albuquerque Public Schools: <https://www.aps.edu/jobs>
- Rio Rancho Public Schools: <https://riorancho.tedk12.com/hire/index.aspx>
- Los Lunas Schools: <http://www.llschools.net/>

APPLYING FOR LICENSURE

Alternative Level 1 License

Students may, upon receiving acceptance to the alternative teacher licensure program, apply for an Alternative Level 1 license.

This license allows students to apply for open teaching positions. (Note: Most districts typically only hire teachers on an internship license in high need areas). One requirement of the Alternative Level 1 license application is a copy of your CNM acceptance letter.

To download the Application for an Alternative Level 1 license, which outlines all documentation needed to apply, go to: <https://webnew.ped.state.nm.us/bureaus/licensure/alternative-licensure-programs-opportunities/alternative-educator-prep-program/>.

Licensure Extensions

An Alternative Level 1 license is issued as a two-year license and may be extended an additional year as long as a student is in “good standing” in the ATL program. Licensure extensions are processed in the Spring team each year. Students requesting extensions

“Good Standing” is defined as:

- Successfully completed ATL coursework within the last academic year with a B or better
- All coursework completed in the ATL program has a grade of a B or better
- No conduct or dispositional issues
- Students must meet with Education Staff to develop a contract that outlines completion of all remaining program requirements

Level I Teaching License

Students who already have a current Alternative Level 1 license are only required to submit (to the New Mexico Public Education Department (NMPED) Licensure Bureau) updated CNM transcripts which show completion of the certificate program and a program completion letter. Students in our program who have a NM Teaching license (Level I or higher) in another area, will complete the Application for Additional Licensure. Students applying for teacher licensure for the first time (this includes those that have current substitute or educational assistant licenses) will complete the First Time Application. These applications can be accessed at:

<http://www.ped.state.nm.us/Licensure/index.html>

Students must exit/graduate from the CNM teacher licensure program and complete all required assessments to apply for Level I licensure.

Program completion must be transcribed. NMPED will not accept a transcript that only shows the program coursework. Program completion is transcribed when students complete the program exit/graduation process (See Exit/Graduation Requirements). It takes approximately one month after the end of the semester for program completion to be posted on your transcripts. Students can then order official transcripts. For information on requesting transcripts, please go to: <http://www.cnm.edu/depts/enrollment/academicrecords/requestingtranscripts.php>

Letter of Completion

Students are required to submit a letter of completion from CNM with their licensure application. Upon graduation you will receive a letter from the department to submit with the rest of your

application materials.

TEACHING IN OTHER STATES

Most states will **not** issue a license strictly based upon completion of an alternative licensure program, but **will** issue a license under reciprocity regulations when someone holds a New Mexico Teaching License (Level I or higher). Some states may have additional requirements for out-of-state applicants and will issue a provisional license; providing applicants a time-period for completing their specific state requirements (this is true regardless of the pathway to licensure). **Students intending to move to another state should check with the state's department of education for specific licensure requirements.**

EXITING THE PROGRAM

All students must complete the ATL Program exit process in order to graduate from the program and CNM. The purpose of the exit process is to allow the candidate to evaluate the program quality and content as well as to determine whether or not the candidate has met competency (program knowledge, skills and dispositions) and is well prepared to begin teaching. Before the exit process can be completed the student must:

- a) Complete all required coursework with a final grade of B or higher or maintain a program **GPA of 3.5 or higher**.
- b) Satisfactorily complete the supervised field experience demonstrating satisfactory development of the New Mexico teacher competencies.

Students will receive the ATL Exit Application details and deadlines the same term in which they are enrolled in Supervised Field Experience. The exit packet includes an online survey to evaluate the program and the CNM graduation application. The purpose of this assessment is not only to assess individual growth, but is used to assess our program curriculum.

Important: Students must complete the ATL exit packet by the due date or completion of licensure certificate program will not be transcribed (which is required to apply for Level I license).

It can take up to 2-4 weeks for completion of certificate program to be transcribed. Students should check their unofficial transcripts (use *MyCNM*) to ensure certificate completion has been transcribed prior to ordering official transcripts to apply for Level I license.

PROGRAM REQUIREMENTS

Attendance

Students are expected to complete the coursework and exams for the ATL Program within five (5) years. Any student who does not take ATL Program coursework two (2) consecutive semesters may be removed from the Program due to inactivity and may be required to reapply to the program or meet with Education Staff prior to resuming coursework. Due to curriculum and/or catalog changes, rejoining the ATL Program after more than two semesters of inactivity may result in additional coursework.

Because of the highly interactive nature of the courses, candidates are required to attend all scheduled classes on time. Arriving late or leaving early may also accumulate as absences as outlined in course syllabi. If you must miss a class it is important that you contact your instructor in advance to inform him/her of your absence. Instructors have the right to ask a candidate to drop the course, fail a candidate or initiate an instructor withdrawal if there are excessive absences (15% or more of total course hours).

Technology

The use of computers and other technology is integrated into the delivery of courses and other information throughout the program and is a required component in the curriculum. Students are expected to be proficient in word processing, email, and internet use, as well as maintain access to a computer for coursework and communication purposes. CNM maintains many computer labs throughout the campuses to assist students with access and technical support.

Special Needs Accommodations (Americans with Disabilities Act-ADA)

Qualified students with special learning needs are encouraged to notify the instructor at the beginning of the class about any specific assistance that may be required to support the student's learning. It is the instructor's intent to assist qualified students with special learning needs by making course modifications that will ensure a successful learning experience for the student. Students are asked to contact the CNM Disability Resource Center office in order for support staff to assist the instructor with course modifications. The Disability Resource Center contact information is: Phone (505) 224-3259. When students are assigned to a support counselor, individual email contact information is also provided.

PROGRAM AND COURE POLICIES

EDUCATION PROGRAMS' PROFESSIONAL CODE OF CONDUCT

CNM Policies & Codes

As a student of CNM it is your responsibility to make sure you are aware of and abide by the CNM policies and codes; especially those outlined in the Student Code of Conduct. **If a student's behavior involves acts of threatened physical injury to any person (including self) or engages in behavior that is abusive, indecent, unreasonably loud or similarly disorderly conduct that infringes upon the rights or privileges of others in the class, this will result in an immediate incident report to the Office of the Dean of Students.**

Incident reports submitted by faculty will be addressed by the faculty member, the student and the Director of Education Programs.

Education Program Professional Code of Conduct

Students in the ATLP program are evaluated upon their academic abilities as well as their professional behaviors, which are aligned to the program's conceptual framework and New Mexico's Code of Ethical Responsibility of the Education Profession (<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.060.0009.htm>).

Student Behavior or Incident Procedure

1. If any faculty member identifies a student behavior that is inconsistent with the core values of the program or the New Mexico Code of Ethical Responsibility of the Education Profession he/she will first alert a student to the observed behavior that is a concern and provide expectations for the change in behavior.
2. Faculty members are expected to document any such concerns and submit them to the Director of Education Programs and/or the Dean of Students.
3. If the behavior persists beyond this verbal conversation, the faculty member and the Director of Education programs will meet with the student outside of class time and use the [Student Core Values Feedback Form](#) to facilitate and document this discussion to include an action plan with specific of goals and expectations for student behavior. If for any reason the student refuses to meet, they will be removed from the program.
4. Any student who fails to meet the action plan outlined through a Student Success Plan or Student Core Values Feedback Form may be removed from the Program and may not be considered for re-admittance into the ATL Program.

Students who have a history of disciplinary action and faculty concerns may not be allowed to complete their program or participate in Supervised Field Experience. All issues will be evaluated on a case by case basis.