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Committed to Serving All New Mexicans

New Mexico State University

Land Grant University
Hispanic-Serving Institution

Partnerships Supporting PK-20 Alignment for Student Success

Presentation to the
Legislative Education Study Committee

Committed to Expanding PK-12 Partnerships

Our Mission

NMSU is the state's land-grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education, and public service.

Enrollment and Degree Programs

Offering 270 degree and certificate programs to
31,316 students across all campuses

Educational Outreach & Cooperative Extension

Active involvement in more than 70 NMSU-sponsored
youth development and educational programs serving
PK-12 students and teachers throughout the state

Research Capabilities

Leading research in biosciences, natural resources,
aerospace, information sciences, U.S.-Mexico
border development, engineering, and education

Committed to K-20 Alignment

Partnering with K-12 School Districts

NMSU is creating effective strategies for achieving sustainable alignment leading to -

- More access to job, career, and educational opportunities
- Inclusion of more ethnically and socioeconomically diverse student populations
- Increasing academic performance throughout the PK-12 pipeline and enhancing postsecondary readiness
- Professional development that promotes effective teaching and school counseling
- Alignment of curriculum content and pedagogy
- Student success and education completion rates

New Mexico is our campus



Committed to Expanding Our Reach

NMSU maintains a presence in every county of New Mexico to all 89 school districts through our network of community college campuses, cooperative extension and outreach activities, dual credit opportunities, and workforce development programs.

Enchantment for the mind
New Mexico State University



Committed to Strengthening Alliances

Partnerships

- Alliance for the Advancement of Teaching and Learning
- Teacher Alternative Licensure Programs
- Regional Educational Cooperatives
- New Mexico Partnership for Math & Science Education
- Dual Credit Partnerships
- College High School Program
- Master Agreements with PK-12 school districts

Committed to Student Success

Educational Outreach

Increasing the quality and diversity of
American's 21st century 'Knowledge' Workforce

These programs are representative of more than 70 NMSU-sponsored initiatives and partnerships meeting the American Competes Act's call for closure of the Achievement Gap --

- SNM SEMAA inquiry-based science program
- MC² partnering with school districts for math success
- AMP supporting underrepresented students
- CAMP college assistance program for migrant families
- LEAD THE WAY helps students succeed in engineering
- Early Childhood and SC² providing PD to teachers

Committed to Developing Innovative Solutions

Integrating Successful Outreach Programs into Core Curriculum

NMSU's outreach impacts PK-12 schools –

- SEMAA's innovative Astrobiology Program is embedded in Gadsden High School's new Integrated Science curriculum for 9th and 10th graders.
- Cooperative Extension exercises are now part of the core curriculum through Las Vegas' Memorial Middle School's *Agricultural Science Center*.
- NMSU's Mathematically Connected Communities (MC²) project implemented in the Gadsden School District over a 5-year period has brought math field specialists into classrooms to improve teacher effectiveness and student achievement in math.

Committed to Strengthening American Competitiveness

Emphasizing STEM Education

Designed to engage more underrepresented students in math and science coursework, NMSU's efforts in this area are leading to gains in –

- Access to education, job and career opportunities for ethnically and socioeconomically diverse students
- Academic performance PK-12 and dual credit programs
- PK-12 and postsecondary school graduation rates
- Effective teaching and school counseling
- Alignment of curriculum content in PK-12 with two-year vocational and technical training and four-year career programs and beyond

Committed to Utilizing New Technologies

Increasing Access through e-Learning

NMSU-PK-12 partnerships that are bringing online learning to students and educational professionals across the state –

- IDEAL-NM and the New Mexico Learning Network
- Regional Educational Technology Assistance (RETA)
- The Virtual Classrooms Project
- Graduate Certificate in Online Teaching and Learning
- Council for Higher Education Computing & Communication Services – Education Technology Consortium

Committed to Improving Educational Quality

Standards-based Assessment

Promoting teacher education and support for program evaluation and student outcomes assessment improves –

- Effectiveness and consistency of instruction
- Systemic changes affecting student performance
- Program quality and sustainability
- Preparation for postsecondary academic endeavors
- Alignment of curriculum content and pedagogy

Committed to Working Together

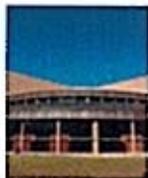
Promoting Statewide Collaboration

NMSU continues to lead collaborations among educators, the business community, and government agencies that promote PK-20 alignment and increase inclusion of at-risk students through activities that include –

- ENGAGE New Mexico STEM Education Conference
- Alliance for the Advancement of Teaching and Learning
- Institute for Advanced Studies Conference on Borderland Issues
- ENLACE – Engaging Latino Communities for Education
- The New Mexico Partnership for Engaging Learning Collaboration
- Empowering Youth – New Mexico

Committed to Increasing Capacity

NMSU: Committed to serving the educational needs of the diverse populations of New Mexico



Grants



Carlsbad



Alamogordo



Doña Ana



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New Mexico State University Alamogordo

LESC Presentation
October 2008

Enrollment

YEAR	FTE	Headcount
2007-08	1,454	4,236
2006-07	1,174	2,959
2005-06	1,184	2,938



Enrollment Fall 2008

Fall 2008 semester starts with an all-time record. As of September 22,

Headcount	3,067
FTE	1,456

The above headcount exceeds the enrollment for academic year 2006-07.



Community General Obligation Bond

- Community passes a \$5 million GO Bond on April 1
- \$3 million match for Southern New Mexico Advanced Technology Center (Trades Center)
- Need \$5 million from the State



K-12 Partnerships

Provide Vocational and
Technical Training



K-12 Partnerships

- Community Education
- NMSU-A Advisory Board is School Board for Alamo Public Schools
- Career Clusters
 - ✓ Health Sciences and Business
 - ✓ Engineering, Film and Graphic Arts



K-12 Partnerships

Concurrent and Dual Credit (unduplicated)

	Concurrent	Dual
Fall 2005		111
Spring 2006		138
Summer 2006		23
Fall 2006		139
Spring 2007		142
Summer 2007	4	85
Fall 2007	10	221
Spring 2008	15	203



K-12 Partnerships

Partner Schools

- Academy Del Sol
- Alamogordo High School
- Cloudcroft High School
- Mescalero Schools

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New Mexico State University Carlsbad

LESC P-20 Initiatives Presentation

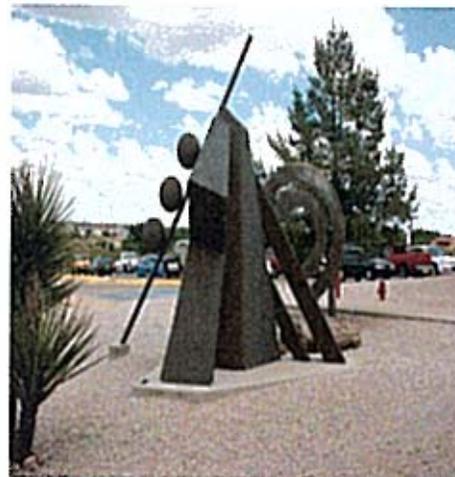


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Overview of Enrollment Trends & Successes

- Fall 2007 Semester
 - Headcount Increased by 15.4%
 - Record Enrollment of 1,411 students
 - FTE Increased by 3.8%
 - 768 FTE (11,520 SCH)
- Fall 2008 Semester
 - Headcount Increased by 30%
 - Record Enrollment of 1,841
 - FTE Increased by 16%
 - 894 FTE (13,410 SCH)
- Increased Local Mil Levy to 3 mils
- Reduced Tuition for In-District Residents by 30%
 - In-district rate \$36 per credit
 - Out-of-district rate \$55 per credit



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Exciting Dual Credit Programs

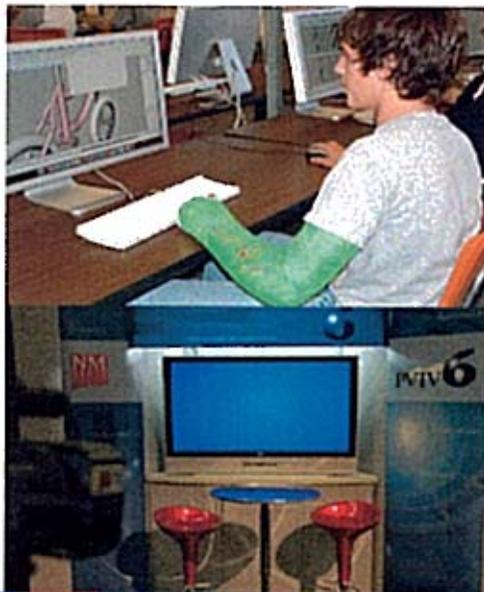
- **Building Trades**
 - Coursework began January 2008
 - Funding
 - \$380,000 grant through City of Carlsbad & Carlsbad Community Development Corporation
 - \$500,000 3-year grant through Department of Labor Community-Based Job Training Grant
 - **Student Enrollment**
 - Carlsbad 70 students
 - Loving 32 students



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- **Digital Media / Digital Video Production**
 - Courses being taught in both Carlsbad and Artesia
 - New Studio in Artesia
- **Student Enrollment**
 - 59 students in Carlsbad & Loving
 - 42 students in Artesia
- **Partnership with Eddy County Multimedia Group provides "real world" experience.**
 - Doobie Brothers
 - Kool & the Gang
 - The Beach Boys
 - Clint Black
 - Foghat



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- **Welding**

- High School Courses
 - Fundamentals, SMAW, MIG, TIG, and Pipe
- Recent expansion of RPSP is providing added training in specialized areas
 - Stainless Steel
 - Aluminum
 - Nuclear-rated welding & testing
- Student Enrollment
 - Carlsbad 84 students
 - Artesia 47 students
- Immediate Employment Opportunities
 - Local Potash Mines expanding
 - Oil & Gas industry booming
 - Local construction industry booming



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- **Health Occupations**

- First Aid, First Responder, Certified Nursing Assistant (CNA)
- Student Enrollment
 - Artesia 31 students
 - Carlsbad 71 students
 - Loving 56 students
- HOSA Competition
 - 3 students competed bringing home 5 gold medals



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- **Business Office Technology**
 - Keyboarding, Word Processing, Accounting & Bookkeeping
 - Student Enrollment
 - Artesia 59 students
- **Computer Aided Drafting**
 - Blueprint Reading, Design, Development
 - Student Enrollment
 - Artesia 31 students



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Potential New Programs (Under Development)

- Culinary Arts
- Automotive Technology
- Auto Body / Collision Repair
- Agriculture
 - Animal Science
 - Etymology / Pest Control
 - Range Science



New Mexico State University



Questions?

- Thank you for your time and consideration.

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LESC P-20 Initiatives

October 9, 2008



*Dr. Margie Huerta
President*



DACC Mission Statement

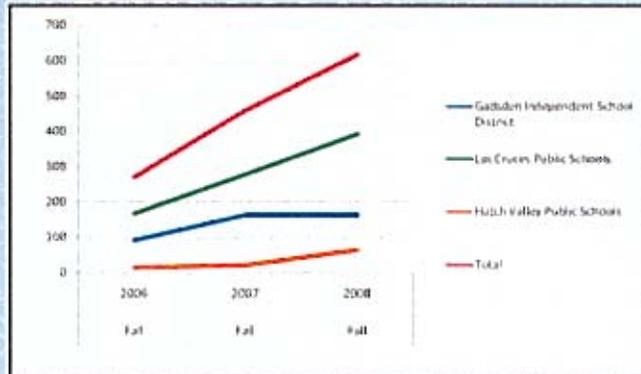


*DACC is a responsible and accessible
learning-centered community college
that provides educational opportunities
to a diverse community of learners in
support of workforce and economic
development.*



Dual Credit Enrollment by School District

	Fall 2008	Fall 2007	Fall 2006
Gadsden Independent School District	215	167	81
Hatch Valley Public Schools	58	20	13
Las Cruces Public Schools	308	277	169
Total	681	464	273



School District Partnerships

	Fall 2008	Fall 2007	Fall 2006
Cheperal High School	0	63	
Gadsden High School	80	60	60
Santa Teresa High School	38	30	31
Hatch Valley High School	68	20	13
Alma D'Arte	25	17	16
Las Cruces High School	175	84	49
Las Alvaradas Charter HS	2		
Mayfield High School	94	60	70
Orate High School	83	80	36
San Andres High School	3	4	3
Total	680	458	273



Anniversary



Dual Credit Program

- *660 students enrolled in Fall 2008*
- *Class offerings for 8 high schools and 2 charter schools*
- *Pathways include:*
 - *Project Lead the Way (at Workforce Center)*
 - *Manufacturing Bridge Certificate (18 cr.)*
 - *Automotive, Drafting, Building Construction*
 - *Health Care Assistant*
 - *Education*
 - *Criminal Justice*



Anniversary



Achieving the Dream Initiatives Year Four of 4-year Grant

*Goal: Increase College-Entry
Preparedness for High School
and GED Students in Math*

- *High School Linkages Committee*
- *Curriculum Alignment*
- *College Preparedness with COMPASS Testing*
- *Math Workshops to bypass remedial education*

GEAR-UP 2008



Anniversary

DACC



- *Week-long summer camp experience*
 - *Goal: Acquaint up to 60 incoming 9th graders from GISD, Hatch, and Roswell to college life*
 - *Housing in NMSU Dormitories*
 - *Academics at DACC LC and EMC Campuses*
- in:*
- Mathematics
 - Health – Emergency Medical Services
 - Creative Media and Film
 - Aerospace and Rocketry

Evaluation and Outcomes

Number of Dual Enrolled Students that Attended DACC or NMSU after Graduation
High School Graduating Class = Spring 2007

District	Dual Enrolled Graduates	Enrolled Only DACC	Enrolled Only NMSU	Enrolled Both	Enrolled Total	Enrolled Percent
Las Cruces	245	55	10	129	194	79%
Gadsden	75	32	1	21	54	72%
Hatch	17	2	1	8	11	65%



Anniversary



Evaluation and Outcomes

Number of Dual Enrolled Students that Attended DACC or NMSU after Graduation
High School Graduating Class = Spring 2008

District	Dual Enrolled Graduates	Enrolled Only DACC	Enrolled Only NMSU	Enrolled Both	Enrolled Total	Enrolled Percent
Las Cruces	344	76	4	132	212	62%
Gadsden	156	46	0	48	94	60%
Hatch	34	5	2	11	18	53%



NEW MEXICO STATE UNIVERSITY COLLEGE OF EDUCATION
TEACHER PREPARATION OCT 03 2008

New Mexico State University (NMSU) considers the preparation of effective and exciting teachers to be a mission not only of the College of Education, but also of the entire university. The teacher education program works with an internal Office of Teacher Candidacy Preparation (OTCP) as well as a community-based group, the Education Council, which includes schools, community and campus-wide stakeholders who provide input to the Teacher Education program. These groups collaborate during several meetings each year and provide feedback on the preparation of qualified teachers and educational professionals.

Teacher Certification Programs offered by NMSU's College of Education	
Available Programs	Descriptions
Early Childhood Education	Preparation for licensure for serving students Birth to 3 rd Grade
Elementary Education	Preparation in general education content and pedagogy for K-8 th student learning
Elementary Education with Endorsement in Bilingual and TESOL	Preparation for endorsement in Bilingual and TESOL, with additional coursework for learning how to teach bilingual and English Language Learners
Co-operative Elementary Education Option	Placement of candidates as freshmen in schools where they are paid as instructional assistants while earning a teaching credential.
New Elementary Lab Schools The Children's Village Two Bilingual/ELL Schools Hermosa Heights Elementary	Placement of candidates in our lab schools where they intern during their junior and senior years: The Children's Village for Early Childhood Licensure; Two Bilingual/ELL schools, Central Elementary in Las Cruces & North Valley in Gadsden; and Hermosa Heights Elementary School.
Secondary Education	Preparation to teach 7 th -12 th students with licensure in the following subject areas: Business; Foreign Languages: French, German, Spanish; Language Arts; Mathematics; Physical Education K-12; Science; Social Studies.
Special Education	Preparation to teach in elementary and secondary special education classrooms as well as an alternative special education program
Alternative Licensure in Elementary and Secondary Education and Special Education Distance Education Alternative Licensure	Preparation for individuals who are under contract with a school district with an approved mentoring program to earn alternative licensure in elementary and secondary as well as special education. Course work includes 21 post-baccalaureate semester hours and two semesters of university supervision within their own classroom. A Master's degree may be earned through the completion of additional semester hours.
Endorsements are also available in both face-to-face and distance education programs in: Reading, Mathematics, Science, Bilingual Education, TESOL, Early Childhood, Learning Technology Coordinators, Special Education, Speech-Language Diagnostics, and Communication Disorders.	
Licensure Programs are also available in the College of Agriculture and Home Economics for Education Extension in Agriculture & Technology and Family and Consumer Sciences Education and in the College of Arts and Sciences in Music.	

Locations of NMSU's teacher preparation programs: In addition to offering the previous programs on-campus and via distance education, NMSU has four programs delivered face-to-face at off-site campuses. Three elementary education programs are offered at Grants, Carlsbad, and Alamogordo. An Early Childhood Licensure program is offered primarily to Native Americans in the Laguna Pueblo area. All four of these off-site programs are 2+2 programs offered in collaboration with local community colleges.

MISSION AND GOALS

The ultimate objective of the College of Education's teacher preparation program at NMSU is for our teacher candidates to demonstrate that they are prepared to foster learning gains in P-12 students by creating rich and engaging opportunities for learning. The qualified teacher candidate will demonstrate professional knowledge, abilities, dispositions, values, and attitudes regarding human development and learning, curriculum development and implementation, assessment and evaluation, cultural and developmental diversity, and professionalism based on the unit's conceptual framework. Student learning outcomes include the following.

1. Our teacher candidates demonstrate content knowledge preparation. Candidates learn and understand the subject matter they will teach. The content, professional and pedagogical knowledge of NMSU teacher candidates has been developed by faculty and is based on professional society guidelines adopted by both NCATE and the New Mexico Public Education Department (PED). In addition, content area learning for our teacher education program have been developed by faculty in the College of Education working in collaboration with faculty colleagues in the Colleges of Arts and Sciences and Agriculture and Home Economics, and with input from school personnel and other stakeholders. All candidates complete a required sequence of courses and experiences that systematically develop their understanding of the content knowledge in the field including facts, core concepts, ideas, values and the necessary skills for using methods of inquiry and technology essential to effective teaching in their content fields. Within these nationally and state approved programs, acquisition of content is assessed through teacher candidates meeting degree requirements that are sequentially structured for each of the programs of study, grade-point averages in the content field, portfolios, and exit exams in which all students must meet a required score. All candidates must also pass the New Mexico Teacher Assessment (NMTA) with a score of 240 or better before moving into the Teacher Education Program.

2. Our teacher candidates demonstrate pedagogical knowledge preparation. After acceptance into the Teacher Education Program, NMSU's candidates have multiple opportunities to demonstrate their knowledge of subject matter through the development of instructional and care-giving strategies that honor students, their families and communities. Professors and field supervisors evaluate the mastery of pedagogical content knowledge by teacher education candidates. Through coursework, field placements and student teaching, teacher candidates learn to create positive learning environments that engage diverse student learners with subject matter including the integration of technology to enhance learning. Through in-class presentations and field-based opportunities, teacher candidates show their ability to prepare and facilitate student collaboration and critical thinking skills through inquiry-based learning experiences.

3. Our teacher candidates demonstrate the necessary professional skills required for teachers today. Professional knowledge and skills for NMSU's programs are based on national professional associations, and state and institutional standards. Candidates are assessed throughout their programs of study on their ability to ensure learning for all students. This preparation is achieved through method block courses. Prospective candidates must submit a professional Teacher Education Portfolio that is rated by faculty in order to gain admission to Teacher Education Program. As students proceed through their programs of study they focus on the application of their professional and pedagogical skills and knowledge to achieve desired student outcomes in a variety of school settings. Each student's mastery of professional, pedagogical and content knowledge and skill is demonstrated during the culminating, 15-week student teaching experience. They must successfully complete the New Mexico Teacher Assessment to further demonstrate mastery of professional and pedagogical knowledge.

4. Our teacher candidates display the dispositions of a quality educator. Dispositions for all candidates are based on recommendations from various learned society guidelines. The National Association for the Education of Young Children (NAEYC), for example, has outlined dispositions for early childhood teacher candidates that include an attitude of affirmation and respect toward cultural and linguistically diverse children and the promotion of anti-bias learning environments and experiences. Assessment of dispositions of students is conducted systematically through university classroom peer and instructor interpersonal interactions, and meetings involving faculty and field placement/student teaching supervisors.

5. Our teacher candidates demonstrate their preparation to foster learning gains in P-12 students. Student learning is the ultimate goal for our teacher candidates and therefore the primary component of our professional preparation programs. Candidates provide evidence of student learning in their portfolios and through the Evidence of Student Learning Project conducted during clinical practice. This culminating event mirrors the documentation required for the Professional Development Portfolio required by teachers to move from Tier One to Tiers Two and Three as required by the Public Education Department.

The Demographics of our Current Teacher Education Program mirrors the diversity of our minority/majority state. Please note that 53.5% of our teacher education candidates are Hispanic/Latino.

Table 1. Demographic Data - 2007-2008 Academic Year

NMPED Approved Programs	Unduplicated Enrollments (all Semesters)			Anglo	Hispanic	Native American	African American	Asian/Pacific Islander	Not Reported
		Male	Female						
Early Childhood Education	173	5	168	46	94	17	2	2	1
Elementary Education	738	101	637	235	399	20	9	11	7
Secondary Education	396	190	206	128	207	11	10	7	1
Special Education	76	15	61	27	40	1	2	0	0



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**Legislative Education Study Committee
October 9, 2008
Western New Mexico University P-20 Initiatives**

Mission Statement: Western New Mexico University (WNMU) serves the multi-cultural populations of New Mexico, other states, and other nations as a comprehensive university with an additional community college role. While research and public service are important undertakings of the institution, teaching and learning are preeminent at WNMU. We are a university that believes in the promise of every student, and together we work to create an educational community of diverse backgrounds, perspectives, and talents that instills the values and develops the knowledge and skills necessary to prepare our students for the challenges of a changing world. (draft pending BOR approval in December 2008).

Goals of Partnership Initiatives: In all our partnerships, WNMU's goal is to help educate students for the challenges of a changing world. In the process of accomplishing this, we work with our public school partners to make the student transition to college enjoyable and seamless. We also engage in public service initiatives with our closest school districts.

Dual Credit Initiative Strategies

- Full time dual credit coordinator who works with high school dual credit coordinators
- Installing E-Compass placement exams on high school computers and training high school coordinators to administer the exams. WNMU pays for the license. This provides convenience to the students and allows the high school counselor to know if a student is in need of remedial work in reading, writing, or math. WNMU pays for the E-Compass tests.
- Annual visits of WNMU team (VPAA, Associate VPAA, VPSA, Associate VPSA, Dual Credit Coordinator) to Superintendents of partner school districts to discuss the progress of partnership
- Annual day-long workshops to familiarize public school Dual Credit Coordinators with the goals, methods, and usefulness of Dual Credit for their students.
- Mapping the internal process for dual enrollment to identify gaps in smooth operation and strengthen the process
- Participation in the Statewide Dual Credit Committee and use of statewide Dual Credit Master Agreement
- Establishing Parents Organizations in each school to support students during dual enrollment and after they matriculate in college
- Advisors and financial aid personnel meet with students and parents of our partner school districts and assist them with filling out the FAFSA
- Meetings of high school and university faculty members in writing and math to align the curriculum.
- Summer intensive course in math and writing for recent high school graduates who test into developmental (a developmental boot camp).
- Partnering with Hidalgo County to establish the WNMU Hidalgo Learning Center. Construction to be completed in summer 2009.

- Hosting an annual summit of the Gila Instructional Consortium with representation from Reserve, Animas, Lordsburg, Quemado, Magdalena, Socorro, Cobre, Cliff, Silver and Deming schools.
- Multiple means of course delivery of dual credit classes:
 - Face to face on the Silver Campus or a WNMU learning center
 - Face to face at the high school using WNMU faculty
 - Face to face at the high school using high school faculty with the appropriate credentials to teach college level classes using the college syllabus and assessment procedures
 - Instructional television (ITV) classes
 - Online (web based classes) for highly motivated students with sufficient computer knowledge
- Dual Credit MSW track: With a new Master's in Social Work (MSW) degree in process, we have begun discussions about recruiting area high school students interested in obtaining a fast-tracked MSW. They would complete an AA degree while still in high school, their bachelor's in social work two years later, and enter the MSW program with Advanced Standing. This would allow them to complete an MSW degree within one year of completing the BSW. While the pool of candidates is small, New Mexico could "grow" a significant number of new MSWs for southwest NM, a desperately needed category of health professionals

**Dual Enrollment/Concurrent Enrollments(Seat Counts)
Fall 2006 through Summer 2008 (AY 06-07 and 07-08)**

School	District	Category	Enrollments
Agape School	Silver	Private	18
Alamogordo High School	Alamogordo	Public	3
Aldo Leopold	Silver	Charter	172
Animas High School	Animas	Public	5
Calvary Christian Academy	Silver	Private	1
Cliff High School	Silver	Public	85
Cobre High School	Cobre	Public	583
Deming High School	Deming	Public	231
Geronimo Trails High School	TorC	Charter	14
Hot Springs High School	TorC	Public	16
Laguna Acoma Jr-Sr High School	Grants-Cibola	Public	2
Lordsburg High School	Lordsburg	Public	53
Magdalena High School	Magdalena	Public	60
Quemado High School	Quemado	Public	6
Reserve High School	Reserve	Public	25
Santa Teresa High School	Gadsden	Public	11
Silver Christian Academy	Silver	Private	4
Silver High School	Silver	Public	669
Socorro High School	Socorro	Public	339
Home Schooled		Private	43
			Total 2345

We have new agreements this fall with Cesar Chavez Charter School in Deming and the Apple Tree Learning Center, a private school in T or C.

Challenges of the Dual Credit Initiative

- Getting students appropriately enrolled in a timely fashion
- Working through the process to ensure that dual enrollment classes offered for core credit meet both university and high school level outcomes, standards, and benchmarks
- Transportation issues for face to face classes in Silver City and at our learning centers
- Ensuring that students have the appropriate skill level to benefit from the dual credit courses—especially online courses.

Evaluation of the Dual Credit Initiative

- Student grades and persistence
- Student matriculation into college
- Parents evaluation results
- School district evaluation results

Gear Up Initiative in Deming:

Strategies: this initiative focused on college preparation for students. A camp was offered last summer at the Mimbres Valley Learning Center in Deming. Next year the plan is to offer two camps: health sciences and performing arts.

Challenges for Gear Up include the fact that there is no coordinator for the southwest area and consequently many districts in that part of the state are not served by Gear Up.

Evaluation: persistence of students in the program, number of students who participate

Online Initiative Strategies

- Offering a college level student success course to Animas, Lordsburg, and Reserve high school students funded by a grant from NMLN.
- Offering the Master's of Interdisciplinary Studies online to rural school teachers and other professionals who are time and place bound.
- Offering online classes in teaching classes online to high school teachers and college faculty
- Signing articulation agreements with two year schools such as the one with CNM in Criminal Justice. The entire CJ program is online.
- Hiring faculty developers/instructional designers and digital media personnel to provide an instructional team for faculty creating online classes in a state of the art facility.
- Creating specific online policies and procedures to ensure the equality on online instruction such as an audit process before classes are put into the schedule and requiring training of all faculty who teach online.

Challenges

- Money for staffing, equipment, software, and infrastructure; additional trained faculty members to meet the demands of increasing online enrollment

Evaluation

- Student course evaluation; annual evaluation of faculty teaching online as well as annual evaluation of the online support staff; annual review/audit of online courses by faculty developers/instructional designers; enrollment in online courses and programs

Public Service Initiatives Strategies

- **CASA DE LA CULTURA** is a community-based organization whose mission is to affirm, celebrate, preserve and promote the *indo-hispano* cultural heritage of the area. To this end, Dr. María Eugenia Trillo, WNMU faculty member, leads students from WNMU and the local public and private schools to carry out service-learning projects and internships in the many programs organized by CASA, such as cultural after-school programs, Spanish literacy in Senior Centers, and special fundraising/cultural events like the Día de los Muertos, Chinese New Year or Native American Thanksgiving.
- **Nursing:** vision screening at El Grito Head Start; assessments on all children at the Early Childhood Development Center; screening of all children at Agape Christian Academy in vital signs, vision, hearing, height, and weight; teach universal precautions for the Early Childhood Development Center staff; all students spend at least 1 clinical day with a school nurse during the pediatric course.
- **Occupational Therapy:** fieldwork students in Cobre, Silver, and Deming Schools; information and demonstrations of Backpack Awareness at the Children's Fiesta - how to wear packs to avoid injury, maximum weight with printed materials were available in both English and Spanish; conducting developmental screening for all the children at the WNMU Child Development Center; providing assistance in data gathering for a Body Mass Index research project through the Silver Schools where the OTA students weigh and measure middle and high school students; health fairs open to the public are also scheduled in which the OTA students conduct fine motor and coordination assessments and reporting the results to the participants.
- **Rehabilitation Services:** two students doing rehabilitation service field experiences in public schools (one each in Cobre and Reserve) where they work with students with disabilities transitioning from school to work and/or working on independent living skills.
- **Kinesiology:** A RPSP has been submitted that would establish the Senior Wellness, Information and Fitness Team (SWIFT) to provide opportunities for seniors to enhance wellness, get important health and aging information, and have access to fitness activities, in a safe and supportive environment. SWIFT would create personalized programs for physical activity and fall prevention. SWIFT would serve as an educational resource and clearinghouse for aging related issues. This will be accomplished with a network of allied health professionals.
- **Social Work:** students placed, working with the social workers at Cobre to provide services to elementary and high school students.

- **Southwest Institute (proposed 2009 legislative session):** This collaboration between WNMU and Silver Schools would establish an Institute like the Altamirano Institute at New Mexico Highlands. Students whose parents or siblings have not graduated from college would participate in work to increase their learning in reading, science, and math and attend the leadership institute. Those who successfully complete the activities would be given a bridge scholarship of \$2,000. Then they could transition to the lottery scholarship. Both Superintendent Dick Pool and President John Counts will be lobbying for this at the legislature.

- **Service Learning Draft Concept for Digital Media Academy:** A weekend creative media academy is initially proposed for Zuni High School. The authors and presenters seek to take advantage of existing relations and organizations that serve this community. By working in partnership with the high school, this weekend academy seeks to engage Native American high school juniors and seniors with instruction of creative media tools and technologies. The instructional goal of this project is that every student participating will learn to express, capture and distribute their own work online and in DVD formats. The program seeks to enable both fictional and documentary modes of media.

Challenges: finding the time and energy to put our creative ideas into a tangible form

Evaluation: The willingness of partners to continue to collaborate and of faculty to create the activities

Career and Technical Programs: Western New Mexico has established a two year Career Pathways for Digital Media Communications, the Computer Technology Program, the Welding Program and the Electrical Program. Students are eligible to graduate with an Associate degree and a High School Diploma when they finish High School. Students from the following high schools have taken career and technical courses in the last five years.

Cobre High School students have taken the following dual credit/concurrent enrollment courses: Intro to Keyboarding; Records and Information Management; Word Processing I and II; Business Applications; Accounting Procedures I and II; Intro to OS/Applications; CCNA Cert Prep; PC Hardware and Software; Digital Film Editing I/Final Cut Pro 5; Digital Image Editing I/Adobe Photoshop CS2; Graphics for Web; Video & Mobile Devices/Adobe Illustrator I; Basic Electrical Construction Math; Basic Electrical Tools and Safety; Intro NEC Safety/Plans; Electrical Theory, Blueprints & Conductors; Electrical Application and Wiring Methods; Basic Bending, Cable Tray & Construction Installation; Conductor Tem & Grnd; Oxyacetylene Welding; General Welding Applications; Basic Safety, Hand and Power Tools; Metal Cutting Process; Shielded Metal Arc Welding; SMAW I Grv Opn V-Butt; V.

Animas High School students have taken the following dual credit/concurrent enrollment courses: Oxyacetylene Welding and Basic Safety, Hand & Power Tools.

Deming High School students have taken the following dual credit/concurrent enrollment courses: Business Practices, Intermediate Keyboarding, Office Procedures, Accounting Procedures I, A+ Cert Prep, Network +, Intro to AutoCad, PC Hardware & Software, Word Processing I and II, Intro to Keyboarding, and Business Computation.

Hot Springs High School (Truth or Consequences) students have taken the following dual credit/concurrent enrollment courses: Word Processing I, Intermediate Keyboarding, Introduction to Building Trades, Print Reading & Site Layout, Construction Safety Tools, Gen Construction Applications, and Windows and the Web.

Reserve High School students have taken the following dual credit/concurrent enrollment course: Accounting Procedures I.

Lordsburg High School students have taken the following dual credit/concurrent enrollment courses: General Welding Applications, Windows and the Web, Intermediate Keyboarding, Advanced Keyboarding, and Oxyacetylene Welding.

Silver High School students have taken the following dual credit/concurrent enrollment course: Intermediate Keyboarding.

Socorro High School students have taken the following dual credit/concurrent enrollment courses: Principals of Auto Electrical, Principals of Auto Brakes, Basic Gas Repair/ Rebuild, Auto Air Conditioning /Heating, and Intermediate Keyboarding/Doc.

Career and Technical Institute: Cobre and Silver Schools are collaborating with WNMU to share facilities to offer career and technical programs. WNMU is working with the city government to lease 22,000 square feet of space in the old Teleperformance building on Highway 180 and the 32nd St. Bypass. The city has recently purchased that building which now houses an ACE Hardware store and will house the Civic Center. Offering career and technical programs there will benefit both Silver and Cobre Schools because their students will not have to travel as far to attend dual enrollment classes. Both school districts will be invited to move existing or new career and technical programs to the building. WNMU has talked to Silver Schools about using the nearby Silver Schools' welding facilities so the Teleperformance building would not need to be renovated for this program. With such a facility, we could also offer workforce development training in a more convenient environment for business and industry.



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Western New Mexico University - School of Education

The School of Education provides students with many choices. The programs listed below include **majors, a minor, graduate degrees, areas of endorsement/teaching fields and licensure and non licensure programs.**

Undergraduate Degrees

Bachelor of Arts

Early Childhood Education
Elementary Education
Secondary Education
Movement Science K-12 Pedagogy

Bachelor of Applied Science

Career and Technical Teacher Education

Endorsements/Teaching Fields

Art (Elementary)
Bilingual Education

- Spanish/Zuni/Navajo

Business Marketing (Secondary)
Classical Language – Spanish
Earth and Space Science (Secondary)
General Science (Elementary)
Language Arts
Mathematics (Elementary)
Psychology
Reading
Social Studies
Teaching English to Speakers of Other Languages (TESOL)
Theater
Wellness

Bachelor of Science

Early Childhood Education
Elementary Education
Secondary Education
Movement Science K-12
Special Education

Double Major Degrees – B. A. or B. S.

Elementary Education and Music
Secondary Education and Art
Secondary Education and Math
Secondary Education and Music
Secondary Education and Science with Biology and/or Physical Science Concentrations

Minor

Coaching

Associate of Arts

Early Childhood Education and Family Support
Educational Assistant

Certificate

Early Childhood Education and Family Support

Graduate Degrees/Master of Arts

Master of Arts in Teaching

- Elementary
- Secondary
- Special Education
- Reading

Master of Arts in Counseling

Master of Arts in Educational Leadership/Licensure

Interdisciplinary Master of Arts

Two (18/18) or Three Concentration Areas (18/9/9)

Alternative Licensure

Elementary Education
Secondary Education
Special Education

NCATE

The Standard of Excellence
in Teacher Preparation

Western New Mexico University

Teacher Education Licensure Curricula (as approved by the NMPED, 2004)

The teacher education licensure curricula are comprised of five major components: contextual knowledge, foundational knowledge, application and reinforcement, field experiences and capstone clinical experiences (practice teaching).

The elementary education licensure program will be used as an example for this presentation. The Early Childhood, Movement Sciences – K-12 Pedagogy, Secondary, and Special Education programs follow this same preparation format. A 24 – 36 hour content area endorsement is required as well as the teacher education curriculum. Special Education students are required to have two content area endorsements in the following areas (Language Arts, General Science, Math, and/or Social Studies).

Progression of the Elementary Education Professional Core Requirements Curriculum:

Contextual Knowledge (9)

- BLED 414: Multicultural Education (3)
- PSY 301: Developmental Psych (3)
- Or PSY 302: Educational Psychology (3)
- SPED 408: Introduction to Exceptional Children (3)

Foundation (7)

- EDUC 311: Foundations of Education (4)
NMTA Basic Skills taken and passed
- EDUC 402: Computers in the Classroom (3)

Application and Reinforcement (17)

- EDUC 414: Elementary Instructional Planning & Assessment (2)
- EDUC 472: Elementary Methods and Curriculum I (3)
- EDUC 473: Elementary Methods and Curriculum II (3)
- RDG 410: Teaching of Reading (3)
- RDG 411: Corrective Reading Instruction (3)
- SPED 428: Curriculum & Methods in Special Education (3)

Capstone (12)

- EDUC 436: Classroom Management (3)
- EDUC 492: Practice Teaching - Elementary (9)

Notes:

- Every course has a field experience component ranging from 15-60 student contact hours.
- Successful completion of the NMTA Basic Skills is required for admission into the Professional Knowledge component.
- All other core/professional courses must be completed prior to the last block of hours, Capstone. EDUC 436 and EDUC 492 are taken concurrently. Successful completion of the NMTA Competency and Content tests are required for admission into student teaching.

NCATE

The Standard of Excellence
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School of Education and School District Partnerships

The School of Education recognizes the importance of professional relationships among school administrators, teachers, counselors, and community members. A variety of partnerships beyond observation hours and practice teaching exist between the School of Education and local school districts. Area school-based teachers participate in professional development opportunities derived from the integrated resources and expertise of the University and P-12 partnerships. These are a summary of some of the partnerships we are engaged in with our surrounding school districts, agencies, and schools.

Intra-University Faculty Collaborations with Schools/School Districts:

- WNMU MSP (Mathematics and Science Partnership) - School of Education/Mathematics Faculty working with mathematics PLCs (Professional Learning Communities) at three schools: Chief Manuelito Middle School in Gallup, NM; Ramah Middle/High Schools in Ramah, NM; and Zuni Middle School in Zuni, NM. One of the goals of the project is to engage math teachers in dialogue concerning Standards Based Learning Environments.

Grant Funded Projects that Promote University/School District and Agency Partnerships:

- El Puente Title II Teacher Quality Grant – 58 instructional assistants and early childhood and elementary teachers in three counties in high need LEAs including Silver Consolidated Schools, Cobre Consolidated Schools (Grant County), Deming Public Schools (Luna County), and Lordsburg Municipal Schools (Hidalgo County) have worked on B. A. and M. A. degrees. \$400,000.00 was awarded over two years to fund tuition, textbooks, materials, mentoring and travel for students and teachers. El Grito Head Start and WNMU's Early Childhood Programs, serving families and children in Grant County, and WNMU's School of Education complete the partnership.
- Instructional Leadership Academy Project (ILAP) - funded by the U.S. Department of Education. Gallup McKinley County Schools in partnership with Western New Mexico University Gallup Graduate Center is sponsoring a program for Educational Leadership Graduate students. The grant extends over a five year period and will pay for a total of 30 EDL students (10 each year for 3 years) to complete the program.
- Kennedy Center Arts – The NM 99 Partners in Education Team received \$15,000.00 for in-service and pre-service students and teachers in Deming, Glenwood, T or C, Lordsburg, and Reserve interested in pursuing an Interdisciplinary Masters degree with an emphasis on Arts Integration.

Curricular Initiatives:

- Kennedy Center Arts Integration workshops with SOE students and Silver and Cobre School District teachers with Visiting Artists-in-Residence in Elementary Education, Secondary Education, Practice Teachers, Bilingual Education, Special Education, Early Childhood Education, and Reading courses.
- Service Learning Initiatives in BLED 414/514 and EDUC 402 and EDUC 534.
- SPED - Family as Faculty Program - The goal of the project is to have new and pre-service teachers develop an understanding of the importance of home-school relationships, recognize the importance of family as a resource, a team member, and that families can in essence be our teachers, and recognize the unique personal beliefs, values and attitudes that each family brings to the IEP table.
- The RDG 411/511 Corrective Reading class provided Stout Elementary tutoring services for 15 2nd grade students. This is an ongoing project.
- NETL – EDUC 544 – PD: Creating an Online Class for Classroom Teachers – Classroom teachers learn how to develop an online class. This is offered every semester.

Public Service Initiatives:

- 6th Annual Challenging Child Conference - The WNMU Early Childhood Programs Family Counseling Center presents an all-day conference for anyone working or living with children who present behavioral challenges.
- Regional Educational Technology Assistance (RETA) Professional Development Dossier Workshops – Approximately 75 teachers have had Dossier Training from Silver, Cobre, Animas, Lordsburg, Deming, and Reserve in the WNMU SOE Bootheel Classroom/Lab.
- Annual Counseling Conference - WNMU SOE provides a professional development opportunity for Counselor Educators and mental health professionals. We address these shortage, quality, and licensing issues by increasing professional development opportunities to licensed professionals in Ethics or Supervisor training and/ or Current Issues, increasing student enrollment by providing student scholarships to defray the cost of attendance; honoring Counseling Site-supervisors at a luncheon held in their honor, and paying for keynote and conference presenters.
- GGSC Partnership with GMCS Chief Manuelito Middle School, Gallup/McKinley County Schools - Professional Development training sessions are provided by faculty for teachers.
- GGSC Peace Corps Fellows Program/Gallup McKinley County Schools - Developed and sponsors one of 40 nationwide university-based U.S. Peace Corps Fellows Programs for Returned Peace Corps Volunteers.
- Gallup Graduate Studies Center in Partnership with Teach for America, New Mexico - Gallup TFA members take the regular WNMU-GGSC ALT License and MAT teacher education courses and field experiences.