Physical Education Teacher Education–The University of New Mexico Core Requirements

1. Writing and Speaking
   ENGL 101
   ENGL 102
2. Mathematics
   STAT 145*
3. Physical and Natural Sciences
   BIOL 123/124L*–4 hrs.
   CHEM 111L–4 hrs.
4. Social and Behavioral Sciences
   PSY 105* Elective–3 hrs.
5. Humanities
   HIST 101L or 102L**
   HIST 161L or 162L**
6. Second Language
   Elective–3 hrs.
7. Fine Arts
   Elective–3 hrs.

* Program course requirement
** Senate Bill 106 requirement

Special Requirements for Physical Education Student Teaching

Admission to the College of Education and the Physical Education Teacher Education Program occurs at Checkpoint 1:

1. Complete general education courses with an overall GPA of 2.5
2. Complete content area courses with a B- or better
3. Pass the New Mexico Teacher Assessment of Basic Skills Test
4. Submit the COE application packet to the COE Advisement Center in Hokona Hall
5. Fulfill all Checkpoint 1 requirements with a rating of acceptable or better

Admission to Physical Education Student Teaching occurs at Checkpoint 2:

1. Complete general education courses with an overall GPA of 2.5
2. Complete content area courses with a B- or better
3. Receive an acceptable rating on Basic Skills Test
4. Complete a Graduation Check
5. Fulfill all Checkpoint 2 requirements with a rating of acceptable or better
6. Submit the Checkpoint 2 application along with Portfolio for faculty review
7. Attain Disposition rating of Basic or higher

Physical Education Degree Completion Review occurs at Checkpoint 3:

1. Complete general education courses with an overall GPA of 2.5
2. Complete content area courses with a B- or better
3. Receive an acceptable rating on Student Teacher Instructional Evaluations
4. Fulfill all Checkpoint 3 requirements with a rating of acceptable or better
5. Submit the Checkpoint 3 application along with Portfolio for faculty review

Athletic Training Education Program

Mission Statement:
The mission of the UNM-ATEP is to provide a comprehensive and progressive, didactic and clinical foundation to prepare qualified professionals for a career in athletic training. Strong emphasis is placed upon the provision of opportunities within the curriculum for the development of skills encompassing the domains of athletic training. Through successful completion of the UNM-ATEP, graduates are prepared to pass the Board of Certification examination, to enter into the profession of athletic training as competent allied health care professionals, and provide optimal health care to the physically active.

Overview:
The University of New Mexico Athletic Training Education Program (UNM-ATEP) is dedicated to creating and maintaining an educational program that meets the standards and guidelines set forth by the following governing bodies: National Athletic Trainers’ Association Education Council (NATA-EC); Board of Certification (BOC); and Commission on Accreditation of Athletic Training Education (CAATE). Currently, the UNM-ATEP is accredited by CAATE.

The University of New Mexico (UNM) grants a Bachelor of Science Degree in Athletic Training upon completion of the UNM-ATEP. Successful completion of the UNM-ATEP is achieved through structure and content as described below:

Structure
• The number of credit hours in the UNM-ATEP is 132.
• Eighty-Nine (89) of the 132 credit hours are specific to the competencies within the twelve educational content areas set forth by the National Athletic Trainers’ Association (NATA).
• Sixty (60) of the 132 credit hours are UNM core classes and electives.

Content
The BOC Role Delineation Study 5th edition (2004) concluded the profession is divided into six major areas or domains:
• Prevention;
• Clinical Evaluation and Diagnosis;
• Immediate Care;
• Treatment, Rehabilitation and Reconditioning;
• Organization and Administration;
• Professional Responsibility.

The above domains are then divided into twelve educational content areas which define the educational curricula that students enrolled in an accredited athletic training program must master. The twelve curriculum content areas include:
• Acute Care of Injuries and Illnesses;
• Conditioning and Rehabilitation Exercise;
• Health Care Administration;
• General Medical Conditions and Disabilities;
• Nutritional Aspects of Injury and Illness;
• Orthopedic Clinical Examination and Diagnosis;
• Pathology of Injuries and Illnesses;
• Pharmacology;
• Professional Development and Responsibilities;
• Psychosocial Intervention and Referral;
• Risk Management and Injury Prevention;
• Therapeutic Modalities.

Technical Standards for Program Admission

Technical Standards:
The University of New Mexico Athletic Training Education Program is an intense program that places specific educational and clinical requirements on the students enrolled in the program. Upon enrollment into this program, students are prepared to enter a variety of athletic training employment settings by achieving the skills, competencies, and knowledge of an entry level Certified Athletic Trainer. The following technical standards set forth by the University of New Mexico Athletic Training Education Program define the essential
qualities necessary for students who are considering admission into the program. These standards meet the requirements set forth by the governing body of all Athletic Training Education Programs, the Commission on Accreditation of Athletic Training Education.

Candidates for admission into the University of New Mexico Athletic Training Education Program must demonstrate:

1. The ability to communicate effectively with patients, colleagues, and instructors. This includes individuals of different social, cultural, and religious backgrounds.
2. Students must be able to speak and comprehend the English language at a level capable of communicating in a professional manner while within the health care environment.
3. Adequate postural, neuromuscular control, sensory function, and coordination to accurately, and safely perform accepted evaluation techniques.
4. The mental capacity to analyze, assimilate, problem solve, and integrate concepts essential to the practice of athletic training.
5. The ability to accurately and efficiently document treatment, rehabilitations, and evaluations.
6. Affective skills and appropriate conduct that relate to professional education, and superior patient care.
7. The capacity to maintain composure and continue to function well during periods of high stress and demands.
8. The perseverance, diligence, and commitment to successfully complete the University of New Mexico Athletic Training Education Program as outlined by the University of New Mexico Athletic Training Education Program: Athletic Training Student Handbook.

Candidates for selection into the University of New Mexico Athletic Training Education Program are required to verify that they understand and are able to meet the above technical standards, or that they believe that with certain accommodations they can meet these standards.

If a student states that he or she cannot meet these standards without accommodation, then the University of New Mexico Student Disability Services Department will confirm that the stated condition qualifies as a disability under State and Federal laws. This includes a review of the proposed accommodations, determining if these accommodations will in any way jeopardize patient and clinician safety, or the educational coursework of the student or the institution, including coursework, clinical experiences, and necessities for graduation from the University of New Mexico Athletic Training Education Program.

Application Procedures

Program Admission Requirements:
Admission into the University of New Mexico Athletic Training Education Program (UNM-ATEP) is a highly competitive process and the number of students accepted is limited. Acceptance is based upon academic achievement, recommendations, the number of Approved Clinical Instructors (ACI), and available clinical settings. The Athletic Training Student (ATS) may apply to the UNM-ATEP, if they have met the following requirements:

1. Successfully complete a physical examination that includes immunization records.
3. Successfully complete Bloodborne Pathogens Training.
4. Complete a minimum of 50 clinical observation hours in the University of New Mexico (UNM) athletic training facilities and affiliated clinical sites.
5. Achieve a B- or better in HED 164L, PEP 273, and PEP 284.
6. Have a 2.75 Grade Point Average (GPA) or better.
7. Submit an UNM-ATEP application to the UNM-ATEP Coordinator.
   This includes:
   a. An unofficial UNM transcript with UNM-ATEP application;
   b. Copy of First Aid Certification; c. Copy of either American Red Cross Professional Rescuer OR American Heart Association Healthcare Provider CPR / AED certification.
8. Submit three recommendation forms.

Transfer Student Application Procedures:
In addition to the above requirements, transfer students will be considered for acceptance into the UNM-ATEP upon completion of the following:

- Completion of the UNM-ATEP undergraduate entrance application;
- Submit syllabus and coursework (include competencies / proficiencies if applicable) from all previous athletic training courses taken;
- The transfer student will need to demonstrate all competencies / proficiencies associated with transfer courses;
- Advisement with the UNM-ATEP Coordinator and / or the Department of Health, Exercise and Sports Sciences Chair;
- Minimum cumulative GPA of 2.75* on all transferred courses;
- The transfer student must have obtained a "B-" or better in all transferred athletic training course work;
- Probationary acceptance may be considered for transfer students who have not met the grade requirement, however the student will be required to retake the corresponding athletic training course;
- Completion of 30 observational hours in the UNM Athletic Training Facilities (not 50 hours as listed above).
- Although the minimum GPA requirement to be admitted at UNM is a cumulative 2.0, the UNM-ATEP requires a cumulative 2.75 GPA for acceptance into the UNM-ATEP.

Transfer Course Acceptance Procedure

The University of New Mexico Athletic Training Education Program (UNM-ATEP) Coordinator along with the Department of Health, Exercise and Sports Sciences (HESS) Chair, will review all course descriptions and syllabi. Materials submitted will be compared to University of New Mexico (UNM) course descriptions, objectives and competencies / proficiencies to determine if they are compatible.

If the course does not have comparable credit hours, content, objectives, and / or clinical experiences, the course will not be substituted for a UNM course and the student will follow the normal athletic training curricular plan. If the course is equivalent to the UNM course, the student will be required to demonstrate all competencies / proficiencies associated with the transfer course. The course will then be placed within the curricular plan where deemed appropriate by the UNM-ATEP Coordinator and the HESS Chair.

Progression and Retention Policy

In order to progress and continue in the UNM-ATEP, the Athletic Training Student must comply with the following:

1. Current American Red Cross Professional Rescuer or American Heart Association Healthcare Provider CPR / AED certification;
2. Current First Aid Certification;
3. Annual Bloodborne Pathogens Module current certificate of completion;
4. Appropriate progression through the UNM-ATEP Educational Competencies and Clinical Proficiencies Manuals, Levels I-IV, as described in course syllabi;
5. Satisfactorily complete Athletic Training Student evaluations as per course syllabi;
6. Maintain compliance with the UNM-ATEP: Athletic Training Student Handbook and all UNM policies and procedures as outlined in the UNM Catalog and UNM Student, Pathfinder;
7. Achieve a "B-" or better in all athletic training courses;
8. Achieve a "C" or better in all general education courses;
9. Maintain cumulative Grade Point Average (GPA) of a 2.75.
10. Attend academic advisement session with UNM-ATEP faculty each semester;  
11. Adhere to the National Athletic Trainers’ Association (NATA) Code of Ethics.

Athletic Training Curriculum:

Athletic Training Students must obtain a “B-” or better in all athletic training courses to advance in the UNM-ATEP. A Grade of C (not C-) or better is required for all general content courses work that counts toward the 132 hour degree.

<table>
<thead>
<tr>
<th>COURSE HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
</tr>
<tr>
<td><strong>Fall</strong> ENGL 101 Comp I: Exposition</td>
</tr>
<tr>
<td><strong>CHEM 111L</strong> Elements of General Chemistry</td>
</tr>
<tr>
<td><strong>HED 164L</strong> Standard First Aid/Lab</td>
</tr>
<tr>
<td><strong>PEP 273</strong> Introduction to Athletic Training</td>
</tr>
<tr>
<td><strong>PEP 284</strong> Athletic Training Observation Lab</td>
</tr>
<tr>
<td><strong>Total 16</strong></td>
</tr>
<tr>
<td><strong>Spring</strong> ENGL 102 Comp II: Analysis &amp; Arg.</td>
</tr>
<tr>
<td><strong>MATH 120 or 121</strong> Interm Algebra or College Algebra</td>
</tr>
<tr>
<td><strong>BIOL 123/124L</strong> Biology for Health Related Sciences &amp; Non Majors</td>
</tr>
<tr>
<td><strong>HED 171</strong> Personal Health Management</td>
</tr>
<tr>
<td><strong>PEP 285</strong> Athletic Training Clinical I</td>
</tr>
<tr>
<td><strong>Total 16</strong></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
</tr>
<tr>
<td><strong>Fall</strong> <strong>BIOL 237/247L</strong> Human Anatomy &amp; Physiology I for the Health Sciences/Lab</td>
</tr>
<tr>
<td><strong>EMS 113</strong> Emergency Medical Technician – Basic</td>
</tr>
<tr>
<td><strong>EMS 142</strong> Emergency Medical Technician – Basic Lab</td>
</tr>
<tr>
<td><strong>PSY 105</strong> General Psychology</td>
</tr>
<tr>
<td><strong>PEP 286</strong> Evaluation of Athletic Injuries – Extremities</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
</tr>
<tr>
<td><strong>Spring</strong> <strong>BIOL 238/248L</strong> Human Anatomy and Physiology II/Lab</td>
</tr>
<tr>
<td><strong>ENGL 219</strong> Technical and Professional Writing</td>
</tr>
<tr>
<td><strong>NUTR 344</strong> Energy Nutrients in Human Nutrition</td>
</tr>
<tr>
<td><strong>NUTR 345</strong> Vitamins and Minerals in Human Nutrition</td>
</tr>
<tr>
<td><strong>PENP 211</strong> Intermediate Swimming</td>
</tr>
<tr>
<td><strong>PEP 305</strong> Teaching Group Exercise</td>
</tr>
<tr>
<td><strong>PEP 469</strong> Management Concepts in Sport and Fitness Settings</td>
</tr>
<tr>
<td><strong>UNM Core</strong> Humanities</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
</tr>
<tr>
<td><strong>Fall</strong> <strong>PEP 326L</strong> Fundamentals of Exercise Physiology</td>
</tr>
<tr>
<td><strong>NUTR 244</strong> Human Nutrition</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
</tr>
<tr>
<td><strong>Spring</strong> <strong>PEP 288</strong> Motor Learning and Performance</td>
</tr>
<tr>
<td><strong>PEP 473</strong> Rehabilitation of Athletic Injuries</td>
</tr>
<tr>
<td><strong>PEP 475</strong> Pharmacology in Athletic Training</td>
</tr>
<tr>
<td><strong>PEP 483</strong> Athletic Training Clinical III</td>
</tr>
<tr>
<td><strong>PSY 220</strong> Developmental Psychology</td>
</tr>
<tr>
<td><strong>UNM Core</strong> Humanities</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
</tr>
<tr>
<td><strong>Fall</strong> <strong>PEP 488</strong> Athletic Training Clinical IV</td>
</tr>
<tr>
<td><strong>UNM Core</strong> Humanities Requirement</td>
</tr>
<tr>
<td><strong>UNM Core</strong> Second Language</td>
</tr>
<tr>
<td><strong>UNM Core</strong> Fine Arts</td>
</tr>
<tr>
<td><strong>Elective</strong> General Education Upper-Division</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
</tr>
<tr>
<td><strong>Spring</strong> <strong>PEP 474</strong> Athletic Training Administration</td>
</tr>
<tr>
<td><strong>Electives</strong> Upper-Division electives 300+</td>
</tr>
<tr>
<td><strong>PEP</strong> Upper-Division electives 300+</td>
</tr>
<tr>
<td><strong>UNM Core</strong> Social/Behavior Science</td>
</tr>
<tr>
<td><strong>Total 12</strong></td>
</tr>
<tr>
<td><strong>Curriculum Total 132</strong></td>
</tr>
</tbody>
</table>

Exercise Science

The curriculum leads to a Bachelor of Science in Exercise Science and includes course work in the theoretical and applied aspects of exercise science. The major prepares health/fitness instructors for a variety of settings including fitness centers, corporate fitness programs and outpatient physical therapy and cardiopulmonary rehabilitation programs.

The Exercise Science Program requires a 3.0 GPA for admission into the undergraduate program. A grade of B- or better is required for all PE-P and PE-NP courses; a grade of C or better (Not C-) is required for each general education course towards the 130-hour degree.

<table>
<thead>
<tr>
<th>COURSE HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
</tr>
<tr>
<td><strong>ENGL 101</strong> Composition I: Exposition</td>
</tr>
<tr>
<td><strong>ENGL 102</strong> Composition II: Analysis and Argument</td>
</tr>
<tr>
<td><strong>PSY 105</strong> General Psychology</td>
</tr>
<tr>
<td><strong>MATH 121</strong> College Algebra</td>
</tr>
<tr>
<td><strong>NUTR 244</strong> Human Nutrition</td>
</tr>
<tr>
<td><strong>BIOL 123/124L</strong> Biology for Health Related Sciences and Non-Majors/Lab</td>
</tr>
<tr>
<td><strong>CHEM 111L</strong> Elements of General Chemistry/Lab</td>
</tr>
<tr>
<td><strong>CHEM 212L</strong> Integrated Organic Chemistry and Biochemistry/Lab</td>
</tr>
<tr>
<td><strong>PEP 114</strong> Weight Training and Physical Conditioning</td>
</tr>
<tr>
<td><strong>PEP 273</strong> Introduction to Athletic Training</td>
</tr>
<tr>
<td><strong>PEP 288</strong> Motor Learning and Performance</td>
</tr>
<tr>
<td><strong>Total 34</strong></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
</tr>
<tr>
<td><strong>CJ 130</strong> Public Speaking</td>
</tr>
<tr>
<td><strong>STAT 145</strong> Introduction to Statistics</td>
</tr>
<tr>
<td><strong>BIOL 237–247L</strong> Human Anatomy and Physiology I/Lab</td>
</tr>
<tr>
<td><strong>BIOL 238–248L</strong> Human Anatomy and Physiology II/Lab</td>
</tr>
<tr>
<td><strong>ENGL 219</strong> Technical and Professional Writing</td>
</tr>
<tr>
<td><strong>UNM Core</strong> Social/Behav Sci</td>
</tr>
<tr>
<td><strong>PEP 162</strong> Jogging Fitness</td>
</tr>
<tr>
<td><strong>PEP 277</strong> Kinesiology</td>
</tr>
<tr>
<td><strong>PEP 289</strong> Tests and Measurements in Physical Education</td>
</tr>
<tr>
<td><strong>PEP 326L</strong> Fundamentals of Exercise Physiology</td>
</tr>
<tr>
<td><strong>Total 33</strong></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
</tr>
<tr>
<td><strong>PHYC 102</strong> Introduction to Physics</td>
</tr>
<tr>
<td><strong>NUTR 344</strong> Energy Nutrients in Human Nutrition</td>
</tr>
<tr>
<td><strong>NUTR 345</strong> Vitamins and Minerals in Human Nutrition</td>
</tr>
<tr>
<td><strong>PEP 162</strong> Jogging Fitness</td>
</tr>
<tr>
<td><strong>PEP 469</strong> Management Concepts in Sport and Fitness Settings</td>
</tr>
<tr>
<td><strong>PEP 470</strong> Designs for Fitness</td>
</tr>
<tr>
<td><strong>PEP 475</strong> EKG Interpretation</td>
</tr>
<tr>
<td><strong>PEP 476</strong> Exercise Testing and Interpretation</td>
</tr>
<tr>
<td><strong>PEP 495</strong> Practicum</td>
</tr>
<tr>
<td><strong>UNM Core</strong> Humanities</td>
</tr>
<tr>
<td><strong>PEP 102</strong> Intermediate Swimming</td>
</tr>
<tr>
<td><strong>Total 33</strong></td>
</tr>
</tbody>
</table>
Fourth Year
PEP 391 Problems 1
PEP 426 Intern Exercise Physiology 3
PEP 471 Exercise and Disease Prevention 3
PEP 478 Sports Physiology 3
PEP 495 Practicum 3
Elective: Advisor Approval Required 3
Elective: Advisor Approval Required 3
UNM Core Humanities 3
UNM Core Fine Arts 3
UNM Core Second Language 3
Total 28

Graduate Coaching Minor
HED 164L Standard First Aid 3
PEP 238 Yoga/Weight Training 1
PEP 273 Athletic Training 3
PEP 277 Kinesiology 3
--or--
PEP 326L Fundamentals of Exercise Physiology 3
PEP 288 Motor Learning 3
PEP 479 Organization and Administration of Physical Education 3
PEP 480 Principles of Coaching 3
PEP 495 Field Experience 3
Choose a minimum of 3 hours from the following group:
PEP 245 Professional Lab Experience in Physical Education 2
PEP 277 Kinesiology 3
--or--
PEP 326L Fundamentals of Exercise Physiology 3
PEP 386 Women in Sports 3
PEP 464 Theory of Football 3
PEP 465 Theory of Basketball 3
PEP 466 Adapted Physical Education 3
HED 171 Personal Health Management 3
NUTR 244 Human Nutrition 3
Total 24

Additional Information
Students who, for any reason, interrupt their progress in the physical education program at the University of New Mexico for more than two consecutive semesters must reapply.

High School Preparation: Students intending to study professional physical education should prepare themselves adequately in high school with courses in biology, algebra, chemistry and physics.

Graduate Program

Degrees Offered
M.S. in Physical Education
Ph.D. in Physical Education, Sports and Exercise Science

Contact for Graduate Advisor and Student Information
Carol Catania, Johnson Center, Room 1150, (505) 277-5151

Deadlines for Application

<table>
<thead>
<tr>
<th>Priority* Deadline</th>
<th>Final Application* Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester:</td>
<td>March 1</td>
</tr>
<tr>
<td></td>
<td>August 1</td>
</tr>
<tr>
<td>Spring semester:</td>
<td>November 1</td>
</tr>
<tr>
<td></td>
<td>December 15</td>
</tr>
<tr>
<td>Summer session:</td>
<td>April 1</td>
</tr>
<tr>
<td></td>
<td>May 1</td>
</tr>
</tbody>
</table>

*Applicants for the Ph.D. in PESES with a concentration in Sport Administration have a priority deadline of February 15 and a final deadline of April 1. This applies for all semesters.

The priority deadline is encouraged for best consideration; however, all applications must be received by the final application deadline.

Early application is recommended. These dates also apply for financial aid.

Graduate Admissions Requirements
Formal/complete application for admission, UNM entrance requirements, GRE scores, letter of intent, prerequisite course work depending upon concentration.

Master of Science in Physical Education

Minimum Degree Requirements. Thirty-three to 36 approved hours, depending on the concentration, and completion of a statistics course and/or a research course or their equivalents, thesis or pass comprehensive exam.

The Master of Science in Physical Education is offered under both Plan I and Plan II in accordance with the regulations in this catalog. Each candidate must have had an undergraduate major, or equivalent, in physical education or an acceptable area. Course work for this degree can be chosen from one of several concentrations reflecting the interests and goals of the student.

Curriculum and Instruction. Designed for students interested in the development of physical education curriculum for different levels, and in pedagogy, including the supervision of instruction.

Curriculum and Instruction
Concentration-Master of Science in Physical Education

Master of Science Requirements: 36 hours

Plan I – Thesis
Core Requirements
EDPY 511/PEP 507 Introductory Educational Statistics/Research Design in HPER 6
EDPY 503 Principles of Human Development 3
EDPY 510 Principles of Classroom Learning 3
PEP 510 Curriculum Construction in PE 3
PEP 526 Motor Assessment for Individuals with Disabilities 3
PEP 570 Analysis of Teaching PE 3
PEP 571 Concepts in PE 3
PEP 590 Supervision of PE Programs 3
PEP 516 Seminar in PE 3
PEP 599 Masters Thesis 6

Master of Science Requirements: 33 hours

PLAND II – Non Thesis
Core Requirements
EDPY 500/502 Survey Research Methods in Education/Survey of Statistics in Education. 6
OR
EDPY 511/PEP 507 Introductory Educational Statistics/Research Design in HPER 6
EDPY 503 Principles of Human Development 3
EDPY 510 Principles of Classroom Learning 3
PEP 510 Curriculum Construction in PE 3
PEP 526 Motor Assessment of Individuals with Disabilities 3
PEP 570 Analysis of Teaching PE 3
PEP 571 Concepts in PE 3
PEP 590 Supervision of PE Programs 3
PEP 516 Seminar in PE 3

Electives:
Three hours within Physical Education or a related area approved by advisor.

General Physical Education
Concentration– Masters of Science in Physical Education

Master of Science Requirements– 33 credit hours*
Core Requirements
PEP 507 Research Design in HPER 3
PEP 521 Motor Learning for People with Disabilities 3

12 Credit hours in each of TWO following areas: 24
Adapted Physical Education  
Curriculum and Instruction  
Exercise Science  
Sport Administration**

**If Sport Administration is one of the two chosen areas, then the following courses should be taken:

PEP 545 Sport Leadership  
PEP 547 Sport Marketing and Promotions  
PEP 561 Risk Management in Sport

—and–

One of the following:

PEP 548 Financing Sport  
PEP 549 Administration of Sport Personnel  
PEP 575 Sport Facilities Planning and Construction

Elective One

elective approved by Plan of Studies advisor 3

Total 33

*The committee of studies must include at least one faculty from each of the two selected areas. The planned program of studies must be approved prior to the completion of 12 credit hours in the Masters program at UNM.

Exercise Science. The M.S. Physical Education degree is designed to prepare students for one or more of the following American College of Sports Medicine Certifications: Health/Fitness Instructor, Exercise Test Technologist and Exercise Specialist. Students are also prepared to take the Exercise Physiologist Certification Exam from the American Society of Exercise Physiologists. Students who are ACSM-certified prior to entering this program are encouraged to obtain the next level of ACSM certification. A minimum of 34 credit hours of course work beyond the B.S. degree is required for this program.

Exercise Science  
Concentration– Masters of Science in Physical Education  

Master of Science Requirements– 34 credit hours*

Core Requirements

EDPY 603 Statistical Designs in Education 3  
EDPY 505 Planning and Conducting Research 3  
PEP 507 Research Design in HPER 3  
PEP 501 Intermediate Exercise Physiology 3  
PEP 502 Designs for Fitness 3  
PEP 503 EKG Interpretation 3  
PEP 508 Exercise Testing and Interpretation 3  
PEP 530 Laboratory Procedures in Exercise Science 3  
PEP 532 Body Composition 3  
PEP 696 Internship in Exercise Science 3  
Electives: (Advisor Approval) 6

*Elective courses from Exercise Science or related disciplines (e.g. Nutrition, Biology, Biomedical Sciences, Chemistry, etc.) may be substituted for any required courses that were satisfactorily completed prior to acceptance into the Master’s degree program.

Sports Administration. This concentration is designed to prepare students to provide leadership in positions such as high school athletic directors, college athletic administrators and directors of amateur and professional sport organizations. The concentration is comprehensive in nature, but course work can be designed around the core requirements to meet unique objectives of each student.

Course work and experiences in each concentration above are developed with an advisor within the structure of each area. Details about each area can be obtained from the Department Graduate Administrator.

Plan I – Thesis

Core Requirements

PEP 507 Research Design in HPER 3  
PEP 540 Sport Sociology 3  
PEP 541 Ethics in Sport and Fitness 3  
PEP 545 Sport Leadership 3  
PEP 547 Sport Marketing and Promotions 3  
PEP 548 Financing Sport 3  
PEP 561 Risk Management in Sport 3  
PEP 599 Master’s Thesis 6

Electives:

Nine hours within Physical Education or a related area, approved by advisor. 36 Hours total

Plan II – Non-Thesis

Core Requirements

EDPY 505 Planning and Conducting Research 3  
EDPY 540 Sport Sociology 3  
EDPY 541 Ethics in Sport and Fitness 3  
EDPY 545 Sport Leadership 3  
EDPY 547 Sport Marketing and Promotions 3  
EDPY 548 Financing Sport 3  
EDPY 561 Risk Management in Sport 3  
EDPY 696 Internship 6

Electives:

Nine hours within Physical Education or a related area, approved by advisor. 36 Hours total

M.S. with Sport Administration Concentration + School Administrative Licensure

This is an interdisciplinary program available to students who want to pursue administrative positions in interscholastic athletics and desire to be licensed school administrators in New Mexico. The curriculum is listed below and requires students to complete a MS in Sport Administration with an additional minor in School Leadership from the Department of Educational Leadership and Organizational Learning. The program requires students to complete a total of 51 hours including Internships in both Sport Administration and Educational Leadership. Also, it should be noted that completion of the coursework does not constitute administrative licensure. An individual must also hold a New Mexico Level III teaching license for one year prior to applying for New Mexico Administrative Licensure. To obtain a Level III teaching license, an individual must have a minimum of 6 years teaching experience. Administrative licensure is awarded through the NM Public Education Department (PED).

Plan I-Thesis

Core Requirements

PEP 507 Research Design in HPER 3  
PEP 540 Sport Sociology 3  
PEP 541 Ethics in Sport and Fitness 3  
PEP 545 Sport Leadership 3  
PEP 547 Sport Marketing and Promotions 3  
PEP 548 Financing Sport 3  
PEP 561 Risk Management in Sport 3  
PEP 599 Master’s Thesis 6  
LEAD 596 Internship 6

LEAD 501 Ed. Leadership in Dem. Soc. 3  
LEAD 503 Data Driven Decision Making 3  
LEAD 521 School Finance & Res. Mgt. 3  
LEAD 560 Instructional Leadership 3  
LEAD 561 Legal Issues for School Leaders 3  
LEAD 596 Internship 6

Total 51

Symbols, page 653.
Plan II-Non-Thesis
Requirements

PEP 507 Research Design in HPER 3
PEP 540 Sport Sociology 3
PEP 541 Ethics in Sport and Fitness 3
PEP 545 Sport Leadership 3
PEP 547 Sport Marketing and Promotions 3
PEP 548 Financing Sport 3
PEP 561 Risk Management in Sport 3
PEP 696 Internship 6
LEAD 501 Ed. Leadership in Dem. Soc. 3
LEAD 503 Data Driven Decision Making 3
LEAD 521 School Finance & Res. Mgt. 3
LEAD 560 Instructional Leadership 3
LEAD 561 Legal Issues for School Leaders 3
LEAD 596 Internship 6

Electives:
Three hours within Sport Administration or a related area, approved by advisor 51 hours total

Adapted Physical Education. This program is designed to prepare professional physical educators with the ability to develop and implement appropriate physical education programming for individuals with mental retardation and severe disabilities.

An advisor from the concentration will assist students with the course selection and ensure progression through the program. In conjunction with their advisor, the MS in Physical Education degree student may choose from two plans: Plan I (Thesis) or Plan II (Non-Thesis). The Committee on Studies must have at least one faculty member from within Physical Education. The planned program must be approved prior to the completion of 12 credit hours. Only licensed physical education teachers may pursue this concentration. For specific details of the program interested applicants should contact the concentration coordinator.

Adapted Physical Education
Concentration-Master of Science in Physical Education
Master of Science Requirements— 36 credit hours

Plan I – Thesis
Core Requirements
EDPY 500/502 Survey of Research Methods in Education/ Survey of Statistics in Education 6
OR
EDPY 511/PEP 507 Introductory Educational Statistics/ Research Design in HPER 6
PEP 529 Physical Disabilities and Causes 3
PEP 526 Motor Assessment of Individuals with Disabilities 3
PEP 521 Motor Learning of People with Disabilities 3
PEP 596 Master’s Thesis 6
SPCD 507 Collaboration of Inclusive Education 3
SPCD 519 Applied Behavior Analysis 3

Electives:
Nine hours within Physical Education or a related area (Curriculum and Instruction, Exercise Science, or Sport Administration), approved by an advisor. 36 hours total.

Plan II – Non-Thesis
Core Requirements
EDPY 500/502 Survey of Research Methods in Education/ Survey of Statistics in Education 6
OR
EDPY 511/PEP 507 Introductory Educational Statistics/ Research Design in HPER 6
PEP 529 Physical Disabilities and Causes 3
PEP 526 Motor Assessment of Individuals with Disabilities 3
PEP 521 Motor Learning of People with Disabilities 3
PEP 595 Advanced Field Experience 6
SPCD 507 Collaboration of Inclusive Education 3
SPCD 519 Applied Behavior Analysis 3

Electives:
Nine hours within Physical Education or a related area (Curriculum and Instruction, Exercise Science, or Sport Administration), approved by an advisor. 36 hours total.

Doctoral Degree in Physical Education, Sports and Exercise Sciences

Minimum Degree Requirements. Minimum of 72-74 approved hours beyond the B.S. degree, completion of a dissertation, completion of courses in statistics, research design and philosophy or ethical standards, or their equivalents, and 24 hours from an approved supporting area.

For the University requirements for doctoral (Ph.D.) programs, refer to appropriate sections of this catalog. For details, contact the Department Graduate Administrator.

Within the PESES doctoral degree, there are options available to design a program of studies in physical education that fits with students’ interests and career directions. Specific concentration areas are described below and students should contact the department for information specific to each concentration. A 24 hour supporting area is also required and is determined with advisor approval.

Sports Administration Concentration. This doctoral program is designed to prepare students to provide leadership in positions such as high school athletic directors, college athletic administrators and directors of amateur and professional sports organizations, as well as those interested in careers in higher education. Areas of focus within the program are determined in consultation with a faculty advisor. Students entering the program with previous degrees other than sport administration or physical education will be considered. The Sport Administration Program has received “Approved Program” status from NASPE/NASSM.

Sport Administration Concentration—Ph.D. in Physical Education, Sports and Exercise Sciences

Ph.D. Requirements
Minimum 72 hours plus 18 hours of dissertation. A minimum of 24 credit hours of classroom work beyond the master’s must be taken in Sport Administration at UNM. Six foundational courses, in addition to the core requirements, are required for graduation. Any of the foundational or core courses or their equivalents may be accepted from previous master’s course work and/or transfer credit with advisor approval.

Foundational Core Courses
PEP 540 Sport Sociology 3
PEP 541 Ethics in Sport and Fitness 3
PEP 545 Sport Leadership 3
PEP 547 Sport Marketing and Promotions 3
PEP 548 Financing Sport 3
PEP 561 Risk Management in Sport 3

Core Courses
PEP 612 Organizational Theory in Sport* 3
PEP 614 Sport Consumer Behavior** 3
PEP 615 Legal Aspects of Sport*** 3
PEP 618 Seminar in Sport Research 3

Inquiry Skills-Minimum 18 hours required
LLSS 502 Naturalistic Inquiry 3
PEP 507 Research Design in HPER 3
EDPY 511 Introductory Education Statistics 3
EDPY 603 Applied Statistical Design and Analysis 3
PEP 604 Research Seminar 3
+1 elective in research or statistics approved by advisor

*prerequisite of PEP 545
**prerequisite of PEP 547
***prerequisite of PEP 561

Symbols, page 653.
### Secondary/Supporting Area

Twenty-four credit hours of course work in an approved secondary or supporting area outside of the program are required. Inquiry skills courses cannot be used to satisfy secondary/supporting area requirements.

#### Electives

Additional elective courses in Sport Administration to be selected with advisor.

#### Curriculum and Instruction Concentration Area

The concentration in curriculum and instruction (pedagogy) is designed to prepare individuals for college teaching and research in those portions of professional preparation programs dealing with curriculum development, teaching, school environment, and supervision of teachers and programs in physical education. Prospective students are those individuals with teaching experience in physical education who desire to work within the aforementioned areas in a teacher education program. Upon completion of the proposed program of studies, individuals should be equipped to teach courses in curriculum design, methods of teaching, foundations of studies, individuals should be equipped to teach courses in curriculum design, methods of teaching, foundations of studies, and clinical settings. Prerequisite course work includes:

- PEP 604 Thesis (Advisor Approval)
- PEP 627 Seminar in Applied Physiology
- PEP 691 Research Problem
- PEP 696 Research Internship
- PEP 699 Teaching or Clinical Internship
- Electives (Advisor Approval)

#### Biomedical/Technologies: 12 credit hours

- BIOM 510 Physiology
- OLIT Elective Computers/Technology in Teaching
- Electives Biomedical Sciences, Health, Physical Therapy, Epidemiology, Nutrition, OLIT, or related disciplines (Advisor Approval)

#### Research/Statistics: 12 credit hours

- Elective Elective in Research/Statistics (Advisor Approval)
- EDPY 603 Statistical Designs in Education
- EDPY 604 Multiple Regression Analysis
- EDPY 606 Multivariate Analysis

All course substitutions must be approved by Ph.D. Committee on Studies.

### Professional Physical Education (PEP)

Some of the following courses are scheduled to meet more periods or hours per week than indicated by the number of credit hours. These courses, in addition to lectures, include professional activity, laboratory or field types of class experiences. To identify these courses, the number of class meetings or hours per week is stated after the course description.

#### 208. Teaching Fitness Concepts. (2)

Designed to provide physical education preservice students a basic background in exercise and health related fitness concepts. Planning, conducting and evaluating lessons in the area of fitness will be emphasized.

#### 222. Target Activities. (1)

This course is designed to provide physical education teachers with the background needed to instruct students in the target activities of archery, softball, flickerball, bowling. Restriction: Physical Education majors only.

#### 223. Invasion Games. (1)

Designed to provide physical education teachers with the background needed to instruct students in the invasion games of basketball, soccer, team handball, flag football and floor hockey. Restriction: Physical Education majors only.

#### 225. Net Games. (1)

Designed to provide physical education teachers with the background needed to instruct students in the net games of badminton, tennis, volleyball, pickleball. Restriction: Physical Education majors only.

#### 226. Lifetime Pursuits. (1)

This course is designed to improve the student’s skill and knowledge in planning and teaching lifetime pursuits such as swimming, weight training, and golf. Restriction: Physical Education majors only.

#### 227. Elementary Rhythms, Aerobic Dance, Yoga. (1)

Designed to improve the student’s skill and knowledge in planning and teaching elementary rhythmic activity, aerobic dance, and yoga. Restriction: Physical Education majors only.

#### 228. Outdoor Pursuits. (1)

This course is designed to improve the student’s skill and knowledge in planning and teaching outdoor pursuits. Restriction: Physical Education majors only.

---

**Symbols, page 653.**

---

**UNM CATALOG 2010–2011**

---

**PROFESSIONAL PHYSICAL EDUCATION**

---

**379**
304. Track and Field/Cooperative Games. (1)
This course is designed to provide physical education teachers with the basic background needed to instruct students in the areas of track and field and cooperative games.
Restriction: Physical Education majors only. (Fall)

239. Dance. (1)
Comprehensive skill and knowledge in folk, square and contra dance.
Restriction: Physical Education majors only.

245. Professional Laboratory Experience in Physical Education. (2 to a maximum of 8)
Designed to provide an introduction to the teaching of physical education. For physical education majors only.

273. Introduction to Athletic Training. (3)
An introduction to the field of athletic training and the basis of prevention and treatment of athletic injuries.

277. Kinesiology. (3)
Anatomical and biomechanical bases of human movement and exercise.
Prerequisite: BIOL 237 and 247L.

284. Athletic Training Observation Lab. (3)
Clinical program for athletic training, which introduces the ATS to basic tapings, daily operations and UNM-ATEP policies and procedures. Minimum of 60 clinical hours.

285. Athletic Training Clinical I. (3)
Allows athletic training students to practice the sports medicine principles and skills required in their course of study in preparation for NATABOC Examination. Emphasis is placed upon injury prevention and use of athletic protective equipment. Minimum of 150 clinical hours.
Prerequisite: 273 and 284.

286. Evaluation of Athletic Injuries—Extremities. (3)
A clinical experience that provides information relative to the assessment techniques and procedures essential to properly evaluate orthopedic and athletic injuries specific to the extremities. Minimum 200 clinical hours.
Prerequisite: 273 and 284 and 285.

287. Evaluation of Athletic Injuries—Trunk/Torso. (3)
A clinical experience that provides information relative to the assessment techniques and procedures essential to properly evaluate orthopedic and athletic injuries specific to the trunk and torso regions. Minimum of 200 clinical hours.
Prerequisite: 273 and 284 and 285.

288. Motor Learning and Performance. (3)
Psychological and neurophysiological factors related to the development of motor skills, emphasis on the teacher’s role in facilitating learning.

289. Tests and Measurements in Physical Education. (3)
Designed to provide exercise science, physical education and athletic training students the knowledge of, and ability to understand, select and administer fitness, skill, and evaluation techniques for various populations.
Prerequisite: STAT 145.

293. Topics. (1-3, no limit)

301. Teaching of Team Sports. (2)
Organization, methods, skills necessary to teach a wide variety of team sports. Four hours per week.
Prerequisite: 230 and 231 and 233 and 234 and 237. Corequisite: 319 and 444.

305. Teaching Group Exercise. (3)
An overview of the educational concepts, performance techniques, program design and leadership skills needed to teach group exercise. The course will include analysis and application of effective exercise procedures for all fitness levels.
Prerequisite: 277.

309. Teaching of Dance in Schools. (2)
Organization and methods in teaching social, folk and square dance.
Prerequisite: 239. Four hours per week.

319. Physical Education in the Elementary School. (3)
Introduction to all methods of teaching elementary physical education. Four hours per week.
Prerequisite: 245 and 208 and 288. Corequisite: 301 and 444.

326L. Fundamentals of Exercise Physiology. (3)
Study of the immediate and long-term effects of exercise on physiological systems of the human body.
Prerequisite: BIOL 237 and 247L.

373. General Medical Conditions in Athletic Training. (3)
This course is designed to provide information relative to general medical conditions. Emphasis will be placed on the etiology, development and treatment of pathophysiological processes.
Prerequisite: 287 and 481.

374. Therapeutic Modalities. (3)
This course is designed to provide information relative to the physiological principles and operational procedures of contemporary therapeutic modalities as they relate to the care and treatment of athletic injuries.
Prerequisite: 287.

375. Pharmacology in Athletic Training. (3)
This course is designed to provide the athletic training student with an understanding of pharmacological applications and governing pharmacy regulations relevant to athletic training.
Prerequisite: 374.

386. Women in Sports. (3)
An historical and sociological study of women and sports in American culture and an examination of the recent changes in women’s athletics.

391/591.691. Problems. (1-3, no limit)
Restriction: permission of instructor.

400. Student Teaching in the Elementary School. (6)
Prerequisite: 444 and 466 and EDPY 303 and 310. Restriction: permission of instructor.

410. Assessment in Physical Education. (3)
Provide physical education students the ability to select, design, and implement performance-based assessment.
Prerequisite: 301 and 319 and 444. Corequisite: 430 and 466.

426/501. Intermediate Exercise Physiology. (3)
Continuation of 326L. Specific topics of interest to those who need an introduction to the practice of exercise physiology and to become familiar with research possibilities and career opportunities in the field of exercise physiology.
Prerequisite: 326L.

430. Classroom/Behavior Management in Physical Education. (2)
Provide physical education students with strategies and techniques for effective classroom/behavior management.
Prerequisite: 301 and 319 and 444. Corequisite: 466 and 410.

444. Teaching of Physical Education I. (3)
Theories and concepts related to teaching physical education.
Prerequisite: 245 and 208 and 288. Corequisite: 301 and 319.

461. Student Teaching in the Secondary Schools. (6)
Prerequisite: 444 and 466 and EDPY 303 and 310. Restriction: permission of instructor.
464. Theory of Football. (3)
To review and enlarge the student's knowledge of the basic techniques of football and to acquaint them with the principles, techniques and strategy of coaching football at the junior high, high school and college levels. Restriction: junior or senior standing.

465. Theory of Basketball. (3)
To review and enlarge the student's knowledge of the basic techniques and strategy of coaching basketball at the junior high, high school and college levels. Restriction: junior or senior standing.

466. Adapted Physical Education. (3)
The field of adaptive and corrective physical education and its relationship to the regular curriculum in PE. Prerequisite: 444 and 301 and 319.

467./529. Physical Disabilities and Causes. (3)
(Also offered as SPCD 467.) Investigation of etiology, characteristics and treatment appropriate for individuals with physical disabilities who are in public sector, schools and exercise programs.

468. Worksite Wellness Programs. (3)
This course is designed to provide students with a practical overview of the skills and knowledge necessary to provide leadership in designing, implementing and evaluating worksite wellness programs.

469. Management Concepts in Sport and Fitness Settings. (3)
This course is designed to prepare prospective managers, directors and program coordinators for sport and fitness settings. Human relations and management skills will be emphasized.

470./502. Designs for Fitness. (3)
Focuses on physical fitness assessment and exercise prescription and includes 1) use of field tests and laboratory tests to appraise physical fitness levels; 2) designs of individualized physical fitness programs; and 3) evaluation of exercise programs. Prerequisite: 277 and 289 and 326L.

471. Exercise and Disease Prevention. (3)
Identification and analysis of current disease prevention issues related to exercise, physical activity and lifestyle. Prerequisite: 326L and 470.

473. Rehabilitation of Athletic Injuries. (3)
Designed to provide the athletic training student with the basic components of a comprehensive rehabilitation program, therapeutic goals, modalities and exercise, progression criteria and methods of evaluating/re-evaluating and recording rehabilitation progress. Prerequisite: 277 and 285 and 287 and 374 and BIOL 237 and BIOL 238 and BIOL 247L and BIOL 248L.

474. Athletic Training Administration. (3)
The student will learn to plan, coordinate and supervise administrative components of an athletic training program for a high school, college or professional athletic organization. Prerequisite: 374 and 481.

475./503. EKG Interpretation. (3)
Anatomical and physiological approach to the interpretation of resting 12-lead electrocardiograms. Course fee. Prerequisite: 326L.

476./508. Exercise Testing and Interpretation. (3)
Practical and theoretical skills necessary to safely conduct graded exercise tests on treadmills and ergometers. Prerequisite: 475.

478./579. Sports Physiology. (3)
The student will learn to properly analyze any sport in terms of specific conditioning demands and be able to design a training prescription for any sport. Prerequisite: 277 and 326L and 426 and 470.

479. Organization and Administration of Physical Education. (3)
Program building, including criteria for the selection of activities and progression, and other factors affecting course of study such as facilities, equipment, budget, laws, policies, professional responsibilities.

480./582. Principles of Coaching. (3)
This course consists of an in-depth study of the coaching profession, helping students develop an understanding of the nature of the profession and its inherent responsibilities.

481. Athletic Training Clinical II. (3)
Provide an introduction to basic clinical skills used in the professional activities of the athletic trainer. Fieldwork in the athletic training room is included. Minimum of 200 clinical hours. Prerequisite: 287.

483. Athletic Training Clinical III. (3)
Provide the athletic training student with an opportunity to apply clinical skills. The athletic training student gains practical experience through assignment to an approved clinical instructor. Minimum of 200 clinical hours. Prerequisite: 481.

485./585. Diversity in Sport and Physical Activity. (3)
Knowledge of African American, Hispanic, Native American world views, cultural values, societal and socioeconomic factors form a basis for evaluation and development of physical activity/sport programs to assist academic retention and success.

487./587. Physical Activity and Aging. (3)
Concerned with the process of aging as it affects physical activity and the potential of physical activity in adjustment to the process of aging.

488. Athletic Training Clinical IV. (3)
Provides the opportunity to apply clinical skills and gain field experience through assignment to an off-campus high school and/or clinic setting. Minimum of 200 clinical hours. Prerequisite: 483.

493./593. Topics. (1-3, no limit)

495. Practicum. (3-6 to a maximum of 12) ∆
Planned and supervised professional laboratory or field experiences in agency or institutional setting. Restriction: permission of instructor.

500. Exercise Science Seminar. (1)
Designed to orient students to Exercise Science graduate programs and serves as a forum for exchange of research in the field.

501./426. Intermediate Exercise Physiology. (3)
Continuation of 326L. Specific topics of interest to those who need an introduction to the practice of exercise physiology and to become familiar with research possibilities and career opportunities in the field of exercise physiology. Prerequisite: 326L.

502./470. Designs for Fitness. (3)
Focuses on physical fitness assessment and exercise prescription and includes 1) use of field tests and laboratory tests to appraise physical fitness levels; 2) designs of individualized physical fitness programs; and 3) evaluation of exercise programs. Prerequisite: 277 and 289 and 26L.

503./475. EKG Interpretation. (3)
Anatomical and physiological approach to the interpretation of resting 12-lead electrocardiograms. Course fee. Prerequisite: 362L.

507. Research Design in HPER. (3)
(Also offered as HED 507.) Emphasizes an understanding of different research designs, their level of sophistication and their application from both a theoretical and practical point of view.
508.476. Exercise Testing and Interpretation. (3) Practical and theoretical skills necessary to safely conduct graded exercise tests on treadmills and ergometers. Prerequisite: 475 or 503.

509. Media/Public Relations in HPER. (3) (Also offered as HED 509.) Introduction to principles of public relations publicity and crisis management in HPER and sports administration.

510. Curriculum Construction in Physical Education. (3) Designed for those individuals engaged in curriculum development and revision. Theoretical and practical application for construction of physical education courses/programs.

516. Seminar in Physical Education. (3) The course covers current topics, trends and issues in physical education and sport.

521. Motor Learning for Individuals with Disabilities. (3) Review and discussion of factors affecting motor learning of individuals who have mental, physical, emotional or behavioral disabilities and are situated in schools and community programs.

526. Motor Assessment for Individuals with Disabilities. (3) Reviews current formal and informal assessment methods used to assess children with disabilities in physical education. Emphasizes the critical examination of assessment methods and provides practical experience using assessment methods. Restriction: permission of instructor.

528. Neuromuscular Basis of Human Performance. (3) Designed to relate concepts of nerve and muscle physiology to physical performance. Selected applied topics, as well as research techniques used in their field, are investigated. Prerequisite: 326L.

529./467. Physical Disabilities and Causes. (3) (Also offered as SPCD 529.) Investigation of etiology, characteristics and treatment appropriate for individuals with physical disabilities who are in public sector, schools and exercise programs.

530. Laboratory Procedures and Instrumentation in Applied Physiology. (3) Use of all routine testing procedures and instrumentation in the Center for Exercise Laboratory. Requires considerable extra-class independent work in the laboratory. Completion of this course is mandatory for any student planning to use the laboratory facilities. Prerequisite: 326L.

532. Body Composition. (3) Covers theoretical and applied aspects of body composition assessment. Students critically analyze currently used and newly developed laboratory and field techniques for evaluating body composition. Prerequisite: 470.

535. Exercise Biochemistry. (3) Specific focus on the biochemistry of exercise stress. Study of responses and adaptations to physical exertion in healthy adults and athletic performance in sports participants. Prerequisite: 426.

536. Exercise Biochemistry Laboratory. (3) Students gain experience, in class and 4–8 hours weekly outside of class, using equipment found in a typical biochemistry laboratory suited to assays of blood and muscle metabolites. Prerequisite: 426.

539. Introduction to Sport Administration. (3) Provides the opportunity for students interested in pursuing a career in the broad field of sport administration to identify the skills, knowledge and experiences needed by managers of sport programs. Analyze potential career opportunities.

540. Sport Sociology. (3) Investigates: a) the reciprocal impact of sport on society; b) individual and group behavior as influenced by social relationships within social settings; and c) the multiple roles of sport in cross-cultural contexts.

541. Ethics in Sport and Fitness. (3) Designed to promote critical self-evaluation, examine one's philosophy/values, refine moral reasoning skills and study moral/ethical issues in sport and exercise environments.

545. Sport Leadership. (3) Study of leadership theory and its application to the effective administration of sport programs. Course also examines current sport leadership research as well as the governance of amateur and professional sport organizations.

547. Sport Marketing and Promotions. (3) A study of the current approaches sport managers utilize for conducting relationships with consumers in sport environments. The course will focus on evaluation of sport sponsorships, promotional strategies and development of a marketing plan.

548. Financing Sport. (3) A study of the approaches sport managers utilize for acquiring revenue and managing funds in sport environments. The course will focus on economic impact studies, public subsidization of sport facilities and innovative revenue acquisition strategies.

549. Administration of Sport Personnel. (3) Focuses on personnel issues in sport organizations with emphasis on job design, recruitment and selection, evaluation of coaches, conflict resolution and contract negotiations with athletes and coaches.

550. Governance of Intercollegiate Athletics. (3) A study of the relationships evident in intercollegiate sport environments. The course will focus on evaluation of policies established, ramifications for violation of rules and the procedures utilized by the NCAA to govern intercollegiate athletics.

561. Risk Management in Sport. (3) Study of safety, negligence and liability in sport. Designed to help teachers, coaches, facility managers, program directors, etc. develop the knowledge and skills to recognize and eliminate dangerous situations before they become a problem.

562. Exercise in Extreme Environment. (3) Classic and recent published research is used to explore the altered exercise-related human physiology during human exposure to our main environmental stressors—altitude/hypoxia, heat dehydration, positive g-forces and microgravity. Prerequisite: 426.

565. Exercise Endocrinology. (3) An in-depth study of the research evidence documenting changes in endocrine function during different exercise conditions and in specific populations such as diabetics, women, children and the elderly. Prerequisite: 426.

566. [815.] Legal Aspects of Sport. (3) A study of selected areas of the law and how they relate to the world of sports, physical activity, physical education and recreation. An emphasis will be placed on current issues and practical applications. Prerequisite: 561.

570. The Analysis of Teaching Physical Education. (3) Investigates education in contemporary society, examines theories and styles of teaching, reviews research related to teaching, studies methods for determining teacher effectiveness and discusses other topics related to teaching physical education.
571. Concepts Teaching in Physical Education. (3) Course is concerned with the concepts approach for teaching physical education. Course content utilized in concepts approach and methods of teaching this content will be presented.

572. Critical Issues in Elementary Physical Education. (3) This course is designed to examine the current issues confronting elementary physical education. Students will consider the role elementary physical education plays in the development of the total child and the physically educated student.

575. Sport Facilities Planning and Construction. (3) This course provides an overview of the fundamentals of planning, design and construction of athletic, physical education, recreation and sport facilities and the relationship of facilities to programs.

576. Sport Event Management. (3) Provides students with the knowledge, skills and understanding necessary to propose, develop and conduct sport-related contests and special events. Also covers elements of facility and game management.

579./478. Sports Physiology. (3) The student will learn to properly analyze any sport in terms of specific conditioning demands and be able to design a training prescription for any sport. Prerequisite: 277 and 326L and 426.

581. Administration of Interscholastic Athletics. (3) Principles of administration with regard to middle school and high school athletic programs. Topics include state governance, promotion and publicity, budgeting, scheduling, legal issues and working with coaches, athletes and parents.

582./480. Principles of Coaching. (3) This course consists of an in-depth study of the coaching profession, helping students develop an understanding of the nature of the profession and its inherent responsibilities.

585./485. Diversity in Sport and Physical Activity. [African Americans, Hispanics, Native Americans & Physical Activity.] (3) Knowledge of African American, Hispanic, Native American world views, cultural values, societal and socioeconomic factors form a basis for evaluation and development of physical activity/sport programs to assist academic retention and success.

586. Women in Sport. (3) A critical analysis of women's experience in sport and physical activity. Through a study of specific women in sport, students will critically analyze the women's sport experience.

587./487. Physical Activity and Aging. (3) (Also offered as HED 487.) Concerned with the process of aging as it affects physical activity and the potential of physical activity in adjustment to the process of aging.

588. Sport Psychology I. (3) Investigates theories and applied techniques for psychological skills enhancement in sport and physical activity settings. Main topics include arousal management, imagery, self-talk, concentration control and feedback principles.

589. Sport Psychology II. (3) Investigates theory and applied interventions that enhance psychological skill development in sport and physical activity settings. Main topics include motivation, goal setting, self-esteem, decision-making, group cohesion, injury/pain control and termination issues specific to sport.

590. Supervision of Physical Education Programs. (3) Designed to examine supervisory theory and research to help students acquire an understanding of all the areas supervision in physical education encompasses and to assist the student to develop specific supervisory skills.

591./391./691. Problems. (1-3 to a maximum of 12) Restriction: permission of instructor.

593./493. Topics. (1-3, no limit) Restriction: permission of instructor.

595. Advanced Field Experiences. (3-6, no limit) Prerequisite: acceptance into a graduate program. Restriction: permission of instructor.

598. Directed Readings in Physical Education. (3-6 to a maximum of 6) Offered on a CR/NC basis only.

604. Research Seminar. (3) (Also offered as HED 604.) Specifically designed for graduate students in the final stages of thesis or dissertation proposal development to be able to present proposals in a seminar setting. Prerequisite: 507 and EDPY 511.

612. Organizational Theory in Sport. (3) Examines current research related to organizational study in amateur, professional and commercial sport. Requires analysis of topic related to sport organization goals and effectiveness, structure, strategy, change, politics and organizational culture. Prerequisite: 545.

614. Sport Consumer Behavior. (3) This course will compare and contrast the various research methodologies most commonly practiced in sport marketing settings. Through systematic analysis of the sport marketing mix, students will demonstrate proficiency in conducting and presenting sport market research. Prerequisite: 547.

618. Seminar in Sport Research. (3) Provides an understanding of the foundational research and literature in Sport Administration. An in-depth literature review of a selected topic will be conducted and future research questions will be identified.

625. Writing for Professional Publication. (3) Designed to guide the student through the process of writing, organizing, illustrating and submitting scientific papers for publication in scholarly journals.

627. Seminar in Applied Physiology. (3) Latest research on specific topics of present interest is synthesized, presented and discussed. Course requires independent work, active participation in class discussions and advanced standing in exercise physiology.

691./391./591. Problems. (1-3 to a maximum of 12) Restriction: permission of instructor.

695. Advanced Field Experiences. (3-6 to a maximum of 12) Restriction: permission of instructor.

696. Internship. (3-6 to a maximum of 12) Restriction: permission of instructor.

698. Directed Readings in Physical Education. (3-6 to a maximum of 12) Restriction: permission of instructor.

699. Dissertation. (3-12, no limit) Offered on a CR/NC basis only.

Physical Education (PENP) Physical Education Non-Professional Program

Introduction Statement
The Physical Education Non-Professional Program is designed to provide students with the essential skills, knowledge and attitudes necessary to sustain regular, lifelong education.
movements of all segments of ballroom dance.

125. Intermediate Ballroom Dance. (1-2, no limit) ∆ Instruction dependent upon experience of students in basic movements of all segments of Country Western Dance.

101. Beginning Swimming. (1-2, no limit) ∆ Instruction for students who have not been in the water or have a fear of water.

102. Intermediate Swimming. (1-2, no limit) [1, no limit] ∆ Instruction in all basic strokes. For students who can swim.

103. Advanced Swimming. (1-2, no limit) ∆ Instruction and practice in perfecting all swimming strokes; competitive skills; synchronized skills.

105. Water Polo. (1-2, no limit) ∆ Basic skills, strategy, rules and terminology to play and officiate the game.

112. Introduction to Triathlon Training. (1-2, no limit) ∆ Instruction and practice of the three components of triathlon.

113. Aikido. (1-2, no limit) ∆ Instruction and practice of the basic skills and techniques of Aikido.

114. Weight Training and Physical Conditioning. (1, no limit) ∆ Individual training programs for development of general strength, tone, endurance and weight control. Fitness Test Fee.

115. Intermediate Weight Training. (1, no limit) ∆ Instruction in advanced weight-lifting principles and techniques as well as fitness related topics. Fitness Test Fee.

116–117. Handball. (1, no limit) ∆ Instruction and practice in all the four-wall handball shots and rules.

118. Individual Tumbling. (1-2, no limit) [1, no limit] ∆ A class for the beginner to help develop coordination, agility, flexibility, a kinesthetic sense and neuromuscular control.

119. Advanced Tumbling. (1-2, no limit) ∆ Advanced instruction to continue development of coordination, agility, flexibility, a kinesthetic sense and neuromuscular control.

120. Nia Dance Fitness. (1-2, no limit) ∆ Instruction and practice in the basic movements in Nia, a fitness program designed to increase participant’s strength, endurance and balance.

121. Beginning Belly Dance. (1, no limit) ∆ Instruction in the basic moving steps and rhythms of the oriental dance.

122. Intermediate Belly Dance. (1, no limit) ∆ Instruction on the isolation and slow movements of Middle Eastern dance, including use of the veil and improvisation.

124. Ballroom Dance. (1-2, no limit) ∆ Instruction in the basic movements of social dances such as fox trot, waltz, lindy, mumba, tango and cha-cha.

125. Intermediate Ballroom Dance. (1-2, no limit) ∆ Instruction dependent upon experience of students in basic movements of all segments of ballroom dance.
Undergraduate Program

Special Education offers degrees and programs at the following levels: A non-teaching minor and an undergraduate dual major in Special Education and Elementary Education.

Undergraduate Advisement and Student Information:
Contact the College of Education Special Education Program, Hokona Hall Zuni, 277-5018.

Majors and Degrees

Special Education (Pre-K–12 grades): Bachelor of Science in Education (B.S.Ed.), results in dual licensure in Special Education and Elementary Education.

Minor

Non-Teaching Undergraduate Minor

Non-Teaching Undergraduate Minor
(20 hours)

A 20-hour non-teaching minor in Special Education is offered. Students should plan to enroll in Special Education courses during the fall and spring semesters since courses in this sequence are seldom offered during the summer sessions. The following courses are required for the minor and a general sequence for completing required courses is suggested:

Step One
Enroll in SPCD 201 and SPCD 204
SPCD 201 Education of Exceptional Persons 3
SPCD 204 Introduction to Special Education 2
(千万 Experience and Seminar)

Step Two
Complete application for non-teaching minor, which can be obtained from the Special Education administrative office. Meet with a faculty member to develop an individual program of studies.

Step Three
Complete course sequence as outlined on individual program of studies. Advisor assistance should be sought.

Choose five of the following:
SPCD 302 Introduction to Communicative Disorders 3
SPCD 420 Introduction to Mental Retardation 3
SPCD 430 Introduction to Students with Emotional and Behavioral Disorders 3
SPCD 440 Introduction to Learning Disabilities 3
SPCD 450 Introduction to Early Childhood Special Education 3
SPCD 452 Teaching Students with Mental Retardation and Severe Disabilities 3
SPCD 465 Art and the Exceptional Child 3
SPCD 467 Physical Disabilities and Causes 3
SPCD 470 Introduction to Gifted Education 3
SPCD 481 Introduction to Assistive Technology in Special Education 2

Undergraduate Major

An undergraduate dual major in Special Education and Elementary Education is available. It requires 30 hours of Special Education, 30 hours of Elementary Education, 24 hours in a minor and 11 hours of supporting courses in educational foundation. Students also complete 57 hours of general course work which includes core curriculum

SPECIAL EDUCATION

Ruth Luckasson, Department Chairperson
Department of Educational Specialties
Special Education Program, Hokona Hall, Zuni Room 105
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-6510, FAX (505) 277-6929

Distinguished Professor
Ruth Luckasson, J.D., University of New Mexico

Professor
Loretta Serna, Ph.D., University of Kansas

Associate Professors
Isaura Barrera, Ph.D., State University of New York at Buffalo
Susan Copeland, Ph.D., Vanderbilt University
Cathy Huating Qi, Ph.D., Vanderbilt University
Elizabeth Keefe, Ph.D., University of New Mexico
Elizabeth Nielsen, Ph.D., Purdue University
Julia Scherba de Valenzuela, Ph.D., University of Colorado (Boulder)

Assistant Professors
Joanna Coskey, Ph.D., University of Utah

Lecturers
Erin Jarry, Ph.D., University of New Mexico
Veronica Moore, Ph.D., University of New Mexico
Kelley Peters, Ph.D., University of New Mexico

Instructors
Nitasha Clark

161–162. Jogging Fitness. (1, no limit) Individualized running programs for improved cardiorespiratory endurance. Fitness Test Fee.

165. Yoga. (1-2, no limit) Introduction to five areas of yoga which are particularly significant to the Western World.

166. Intermediate Yoga. (1-2, no limit) Instruction in more advanced techniques of Yoga emphasizing the physical aspects of Hatha Yoga.

167. Basketball. (1-2, no limit) Instruction and practice of basic skills.

168. Basketball Competition. (1-2, no limit) Instruction and practice of game skills in a team setting.

170. Volleyball. (1-2, no limit) Instruction and practice of basic game skills, with emphasis upon power techniques.

171. Power Volleyball. (1-2, no limit) Advanced instruction and practice of the skills of volleyball in a competitive setting.

173. Soccer. (1-2, no limit) Instruction and practice of basic skills of soccer and speed-away.

174. Softball. (1, no limit) Practice in playing and learning the fundamentals of softball and team handball, a team game which can be described as being similar to a combination of basketball and hockey, sometimes called European handball.

177–178. Fundamentals of Stretching and Relaxation Techniques. (1, no limit) Instruction and practice of various techniques to enhance flexibility and reduce stress.


188. Modified Physical Education. (1-2, no limit) Advanced instruction and practice of basic skills of softball and speed-away.

193. Topics. (1-2, no limit) New activities offered on an exploratory basis.