College of Education vision:
Excellence and diversity through people, ideas and innovation.

Students completing programs in professional education must be prepared for a wider array of professional responsibilities than ever before. Education has expanded beyond the boundaries of the school to address the continuing education of children, youth and adults throughout a lifetime of learning. Such expansion of the perspective of education requires a focused mission and commitment to certain core values.

Our mission is the study and practice of education through teaching, research and service. We
- address critical educational issues;
- test new ideas and approaches to teaching and learning;
- educate professionals who can:
  - facilitate human growth and development in schools, homes, communities and workplaces,
  - prepare students for participation in a complex and challenging society.

In carrying out our mission, we value
- excellence in all we do;
- diversity of people and perspectives;
- relationships of service, accountability, collaboration and advocacy;
- the discovery, discussion and dissemination of ideas; and
- innovation in teaching, technology and leadership.

The College is organized in multi-programmatic departments. Each is composed of several program units which work together in areas of common interest so that students and faculty make connections across fields of study. Prospective students should consult with the department in which the program is listed to get an update on any curricular changes approved after the printing of the catalog.

At the baccalaureate and post-baccalaureate levels, the College offers undergraduate initial (entry level) professional preparation programs for qualified individuals seeking careers in teaching and related occupations. Admission of qualified individuals to all initial professional preparation programs is competitive and must be successfully completed at least one semester in advance of the projected time of beginning professional study.

At the graduate level, the College offers advanced professional education in careers in teaching and related occupations. In addition, some advanced professional education programs in specialized areas (e.g., educational leadership, elementary education, secondary education, counseling and organizational learning and instructional technologies) require prerequisite degrees, experiences and/or professional licensure.

Conceptual Framework

The College faculty have approved a conceptual framework (Web site: http://coe.unm.edu) which is a guiding vision for professional education programs in the College of Education.

Conceptual Framework for Professional Education

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices and identities. These understandings, practices and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.
Undergraduate Study

Undergraduate Programs

Undergraduate programs that lead to teaching careers are listed under Initial Teacher Preparation Programs; those that lead to other occupational careers are listed under Non-teaching Programs. Teaching licensure programs require a teaching field or endorsement area.

Initial Teacher Preparation Programs

Students completing the University of New Mexico graduation requirements and the curriculum for a teaching license will receive a Bachelor’s degree and are eligible to apply for Level I Licensure in New Mexico. The degree will be one of the following: Bachelor of Arts in Education (B.A.Ed.), Bachelor of Science in Education (B.S.Ed.) or a Bachelor of Science (B.S.). Eligibility for initial teaching license (Level I) also requires passage of a set of examinations prior to licensure. The examinations required by the State of New Mexico are part of the New Mexico Teacher Assessment. For more information about licensure, check with the New Mexico Public Education Department at (505) 827-6587 or visit their Web site at http://www.sde.state.nm.us. For complete information, contact the College Advisement Center in Hokona Hall and the Department Office listed for each program:

Art Education (B.A.Ed.; K–12th grades license)—Department of Educational Specialties, Hokona Hall
Early Childhood Multicultural Education (B.S.; Birth–8 years license)—Department of Individual, Family and Community Education, Simpson Hall
Elementary Education (B.S.Ed.; K–8th grades license)—College Advisement Center, Hokona Hall.
Health Education (B.S.Ed.; 7–12th grades license)—Department of Health, Exercise and Sports Science, Johnson Center
Physical Education (B.S.Ed. K–12th grades license)—Department of Health, Exercise and Sports Science, Johnson Center
Music Education—See Music Education in the College of Fine Arts
Secondary Education (B.A.Ed. or B.S.Ed.; 7–12th grades license)—College Advisement Center, Hokona Hall.
Special Education (B.S.Ed.; Special Ed. K–12th Elementary Ed K–8th dual licensure)—College Advisement Center, Hokona Hall 273

Note that initial teacher preparation programs in Elementary Education, Secondary Education and Special Education are also available at the Master’s level.

Non-Teaching Programs

Students completing the requirements and curriculum for a non-teaching program major will receive a Bachelor of Science (B.S.) degree. For complete information, contact the College Advisement Center, Hokona Hall and the Department Office listed.

Athletic Training (B.S.): Department of Health, Exercise and Sports Science, Johnson Center
Family Studies (B.S.): Department of Individual, Family and Community Education, Simpson Hall
Human Development and Family Relations (B.S.): Department of Individual, Family and Community Education, Simpson Hall
Exercise Science (B.S.): Department of Health, Exercise and Sports Science, Johnson Center
Nutrition and Dietetics (B.S.): Department of Individual, Family and Community Education, Simpson Hall
Technology and Training (B.S.): Department of Educational Leadership and Organizational Learning, Hokona Hall
Post-Baccalaureate/  
Master’s Completion Initial Teacher  
Preparation Program

Students who have completed a Bachelor’s degree with a  
major outside of education and who are seeking a teaching  
career in elementary; secondary, special education, physical  
or health education may be qualified to apply for admission  
to a planned professional educator preparation program leading  
to eligibility for licensure and completion of a master’s degree.  
Such application must be completed far in advance of the  
projected time to begin such professional study and requires  
concurrent application to Graduate Studies. Selection for  
admission is competitive. For complete information con-
tact the Teacher Education Department (505) 277-4533 in  
Hokona Hall. Individuals should contact a faculty advisor  
regarding details and admission.

Teaching Fields for Initial Teacher  
Preparation Including Undergraduate  
and Post-Baccalaureate

Initial (entry level) teaching licenses in Elementary Education  
and Secondary Education require that one or more endorse-
ments are completed. Most of the College’s professional  
educator preparation and degree programs require one or  
more of the following teaching fields approved by the New  
Mexico Public Education Department: Bilingual Education,  
Communicative Arts, Fine Arts, Health Education, Language  
Arts, Library Media, Mathematics, Modern and Classical  
Languages, Navajo Language, Physical Education, Reading,  
Science, Social Studies or Teaching English to Speakers of  
Other Languages (TESOL). In the student’s academic pro-
gram, the chosen teaching field is met through 24–56 hour  
concentration; students planning a Secondary Education  
program may major in their teaching field in the College  
of Arts and Sciences and use their Secondary Education  
program as a minor. Multiple teaching fields or minors are  
encouraged and can be completed through careful planning  
with a faculty advisor.

These teaching fields are well designed programs that also  
meet the needs of the state.

For complete information on the teaching fields of:  
Bilingual Education, Communicative Arts, Language Arts,  
Library Media, Navajo Language, Reading, Social Studies  
and Teaching English to Speakers of Other Languages  
(TESOL) contact the College Advisement Center or the  
Departments of Teacher Education and/or Language, Literacy  
and Sociocultural Studies, both in Hokona Hall.

For complete information on the teaching field of:  
Art (for Art Education license) contact the College Advisement  
Center or the Department of Educational Specialties in  
Hokona Hall.

For complete information on the teaching fields of:  
Health Education and Physical Education  
contact the College Advisement Center or the Department  
of Health, Exercise and Sports Science, located at Johnson  
Center.

For complete information on the teaching fields of:  
Fine Arts/Theatre, Dance or Music Education  
contact the Department of Theatre, Dance or Music Education  
in the College of Fine Arts.

For complete information on the teaching fields of:  
Mathematics and Science  
contact the College Advisement Center or the Department  
of Teacher Education in Hokona Hall.

Undergraduate and Post- 
Baccalaureate General Guidelines

Academic Advisement and General
Undergraduate Admission Requirements

Students planning to apply to teacher preparation programs  
and non-teaching programs should contact the College of  
Education Advisement Center, Hokona Hall. This should be  
done as early in their University course work as possible.  
Information and advisement procedures for both teacher  
preparation and for non-teaching programs are available. All  
students preparing to be teachers should meet with a College  
advisor to discuss general education (Arts and Sciences  
and Fine Arts) requirements for licensure. (See the following  
section, Programs of Study in Teacher Preparation, General  
Education Requirements.)

Academic requirements, criteria and application procedures  
for admission to a program in the College are available at  
the Advisement Center. After completion of the application  
process and formal admission to the College of Education,  
and a program in the College, the program will assign a  
faculty advisor. Those students who wish to major in a field  
in Arts and Sciences and plan to obtain eligibility for a teaching  
license must seek advisement from the College of Education  
regarding state licensure requirements.

All students must meet the minimum criteria below prior to  
making application for admission into any College program.  
However, meeting these criteria will not necessarily guaran-
tee admission.

Minimum Eligibility Criteria for  
Undergraduate Application to the  
College of Education—All Programs

1. Twenty-six hours of course work completed. Students  
   are encouraged to apply as soon as possible after  
   completing 26 hours.
2. Grade point average: 2.50 overall, or 2.50 for the last 60  
hours (all course work, all institutions).

Both teacher preparation programs and non-teaching pro-
grams have specific criteria in addition to the above eligibility  
criteria required for all programs. These are available from  
the specific program or the College Advisement Center. The  
additional minimum criteria for undergraduate admission to  
teacher preparation programs are listed in this section follow-
ing the Applications and Admissions Process. Admission  
to all programs is limited by the capacity to offer quality  
programs; admission and selection is a competitive process.  
The faculty recommend admission for only those students  
who, from their application materials, appear to be the best  
qualified to profit from the program.

All students seeking admission to the College of Education  
must successfully complete the appropriate application pro-
cess prior to being admitted. Formal admission to a College  
program also admits the student to the College; however, the  
non-degree student must initiate the transfer to the College  
as noted in step 7 of the Application Process (below) in order  
to finalize the admission process and to officially become a  
major in the College. Completion of this application process  
and finalization of transfer to the College takes approximately  
one semester.

Application and Admissions Process

1. The student meets with a College Advisement Center  
   Advisor.
2. Student obtains an application packet from the College  
   of Education Advisement Center, Hokona Hall.
3. Student completes an application packet and attaches  
   additional information as required. Student returns  
   complete packet to College Advisement Center.
4. Upon receipt, the Advisement Center reviews packet to determine a) that minimum requirements for all programs (see above) are met and, when appropriate, that additional minimum requirements for teacher preparation programs are also met; and b) that all required information is included.
5. Advisement Center refers all applications meeting program requirements to the program(s) to which the student is seeking admission.
6. Program faculty review application and, if required, schedule an interview.
7. Program faculty recommend admission or denial of admission and the College Advisement Center communicates with student by mail. Note: Meeting minimum requirements does not guarantee admission. When more students apply than can be accommodated, programs give preference to students who demonstrate qualifications above minimum requirements.
8. Students who are in non-degree status who are offered admission and plan to major or complete a program in the College of Education must contact the Admissions Office to initiate transfer into the College of Education.
9. Students who are not admitted are encouraged to request an appointment with the program coordinator to review their application and the reasons for not being admitted.

Students already enrolled at the University of New Mexico whether in Undergraduate Studies, another degree-granting College or in non-degree status will not be eligible to take 300 and 400 level professional education courses (some specific courses are approved for exception) or to transfer to the College until they are formally admitted to the College of Education. Students who are working toward degrees through colleges other than the College of Education and who seek to obtain licensure in teaching areas under the jurisdiction of any program in the College of Education are subject to the same regulations as students admitted to the College.

Transfer students from another institution, including a University of New Mexico branch, may enroll in the College of Education on a provisional basis for one semester during which time they must complete the application process for admission into a College program. Transfer students should be aware that admission in some programs is competitive as noted in Step 6 of the Application Process (see above).

Minimum Criteria for Undergraduate Application to Teacher Preparation Programs

1. Grade point average options for applicants with 26 or more hours, or who are transferring from another institution.
   a. College grade point average 2.50 criteria (See above, eligibility criteria)
   b. 2.70 GPA for last 24 hours, or
   c. 3.0 for last 12 hours at the University of New Mexico (content courses only) plus 2.50 GPA on the previous two semesters/quarters wherever taken
   d. For Secondary Education, 2.50 for all course work and 2.50 in the endorsement area.
   e. To be eligible to apply to the Elementary Education program applicants must have no more than 9 hours remaining in addition to their required Teacher Education hours. Advisors determine eligibility.
2. Provide documentation of successfully passing the Professional Skills Assessments (New Mexico Teacher Assessment Tests–Basic Skills section. (The New Mexico Teacher Assessment Tests will be given at scheduled times in different locations in the state. Contact the College Advisement Center for schedule, information and location.)
3. Satisfactory writing samples.
4. Demonstrated multicultural experience/knowledge.
5. Demonstrated experience with children and/or youth.
6. Satisfactory completion (C or better) of designated courses (if applicable). See program area for specific requirements.
7. Submission of three letters of recommendation (from previous teachers or supervisors in childhood related experiences).
8. Specific program requirements (contact the College Advisement Center).

Criteria for Undergraduate Application to Non-Teaching Programs

Students should contact the College Advisement Center, Hokona Hall, for information on procedures for admission to non-teaching programs and discuss curricular programs presented in the following section, Alphabetical Listing and Description of Areas of Study.

Criteria for Post-Baccalaureate/ Master’s Degree Completion

Application to a Teacher Preparation Program

Many students applying for admission to a teacher preparation program already have completed a bachelor’s degree from an accredited institution. The application process and criteria are the same as the nine criteria listed above for undergraduate admission with the following exceptions:

1. Some programs use only one grade point average option.
2. Post-Baccalaureate applicants to teacher preparation programs must take and pass the basic skills section of the New Mexico Teacher Assessment Tests. The official test results must be on file, with the application, in the College Advisement Center when the review of applications is started.
3. Application to Graduate Studies must be done at the same time.

Admission is a competitive process. Prospective students can obtain information for a specific program from the College Advisement Center, Hokona Hall. Either prior to admissions or during the program, post-baccalaureate/graduate students must meet state licensure requirements, which include:

1. 57–60 hours in General Education (Arts and Sciences, Fine Arts)
2. 24–55 hour teaching field (see teaching fields or endorsements in previous part of this section)
3. A planned professional teacher preparation program.

Programs of Study in Teacher Preparation Programs

All Undergraduate Programs in the College are grounded in the base of general (liberal) education, a teaching field and professional education. It is important to note, however, that these dimensions of study in teacher preparation programs are regulated by the State of New Mexico through the Public Education Department regulations. In teacher preparation, the bachelor’s degree must include course work in general education, a teaching field and professional education. The teaching field and the professional education studies are grounded in the State of New Mexico competencies that each licensed teacher is expected to possess and demonstrate. These competency standards are entered into the teaching field and the professional education areas of study. Visit the New Mexico Public Education’s Web site at http://www.sde.state.nm.us.

General Education Requirements (57–60 Hours Minimum)

1. Communication Arts 12
2. History (must include American History and Western Civilization) 12
3. Mathematics 9
4. Social Studies 6
NOTE: Many of these general education courses can be part of a student’s first year or second year program either on main campus or at a two year branch. Students should seek advisement information from the College of Education Advisement Center as early as possible in order to assure meeting these licensure requirements. Students in Gallup and Farmington should seek early advisement from the respective branch campus.

Teaching Fields (24–56 Hours)

Twenty-four to 56 semester hours in a teaching field or endorsement is required in a degree program for teacher preparation and licensure. A composite teaching field may require up to 56 hours.

Teaching and Learning Support

Students who are interested in teaching as a career, admission to the College of Education and a teacher preparation program are encouraged to complete the courses and activities prior to application. Students should contact the Advisement Center to obtain a list of specific courses and requirements that support and enhance application to that program. In addition to course work, experiences in teaching and learning settings and working with diverse populations are expected of all applicants. There are a variety of opportunities in many different settings for students to gain experience in these two areas if they start early.

Professional Education

Each teacher preparation program includes a designated set of semester hours ranging from 24 hours to 42 hours in the initial teacher licensure area (see above). This must include completion of the performance standards (competencies) in the licensure area and include student teaching and/or additional practicum and supervised field experiences. Student teaching is an integral part of professional study and requires the demonstration of performance competencies. Student teaching is one of the most important prerequisite experiences to meeting eligibility for teacher licensure. The College establishes professional partnerships, professional relationships and professional development schools with many school districts and some individual schools in New Mexico to support the student teaching experience. Student teachers practice under the direction of school-based faculty and mentors with the support and supervision of College faculty and mentors.

Students should seek information from the specific program to which they are admitted. Planning for student teaching should be initiated far in advance of the placement. Several programs and school districts require attendance for each complete school day for a semester based on the school district calendar, not the University calendar. Many College programs integrate methods courses with student teaching and may require a full year placement in one school setting. Most programs require a student teaching seminar. While student input is sought by many of the programs, students must not initiate conversations with schools. The placement of each student teacher in a specific school is the responsibility of the program faculty. In most instances, a student teaching fee is charged for each semester a student is enrolled in student teaching.

Requirements for Student Teaching

The student must:
1. be admitted to a specific teacher education program in the College of Education at the University of New Mexico. Any stipulations indicated at the time of admission must have been removed,

2. satisfactorily complete all prerequisites required in their specific program,
3. have earned the minimum overall cumulative grade point average required. See the specific program, as well as meet any specified minimum grade point average requirements established for courses in the major area, prior to entry into student teaching. Requirements are not identical in all programs,
4. plan, with the appropriate program faculty advisor, a student teaching semester or academic year that matches the program requirements with individual student resources (time, readiness, finances). A total semester schedule of no more than 15 hours of course work, including student teaching, is strongly recommended,
5. earn grades of C or better in required professional education major and teaching field courses. Some programs have more stringent requirements,
6. file an application for graduation in the College of Education Advisement Center.

Prior to student teaching in school, all student teachers must:

a. provide the Advisement Center with evidence of liability insurance. Insurance may be provided through membership in the National Education Association (NEA), American Federation of Teachers (AFT) or through a private insurance company. Information is available at the Advisement Center,
b. provide the Advisement Center with current address, e-mail address, and phone number. Programs need to contact students on final placement issues, especially during the early summer months, when phone numbers and e-mail addresses can change. Name, address, phone and e-mail changes must be given to the program coordinator, as well as to the Advisement Center,
c. meet fingerprint and background check requirements of school district where placed.

General Requirements for Graduation

College Requirements

Students must meet all University requirements for graduation, as well as general requirements of the College and the specific requirements of the program. It is the student’s responsibility to complete all requirements. Students should contact their faculty advisors as early in their studies as possible. An application for the final degree check should be completed and filed with the College Advisement Center. In order to graduate, a graduation check must be turned in no later than the following dates:

Fall Semester: May 1
Spring Semester: October 1
Summer Session: March 1

The College requirements for graduation are as follows:
1. Completion of a minimum of 128 semester hours. No more than 5 semester hours of credit earned in workshops may be used toward any bachelor’s degree.
2. Maintenance of a grade point average of 2.00 or higher on the 128 hours being counted for graduation; at least a 2.00 grade point average in all work attempted at the University of New Mexico.
3. Completion of 40 semester hours in courses numbered 300 or above.
4. Completion of the prescribed curriculum that leads to the desired degree. Students are entitled to graduate under the curriculum in effect at the time of their transfer into the College, if they have been in continuous attendance, or they may graduate under the curriculum that is in effect in the semester that they graduate.
5. Completion of English 102 with a C or better. Students exempt from taking English 101 and students who receive a grade of B- or higher in English 101 or its equivalent at another institution may choose to satisfy

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Licensure

Students who complete the requirements for a teaching license are eligible to apply for licensure. Students who are majors in the College may apply to the State of New Mexico for a level I license by completing the application form sent with their completion letter and submit it to the Public Education Department, Santa Fe, New Mexico. Students in secondary education pursuing a major through the College of Arts and Sciences leading to eligibility for teacher licensure, in addition to consultation with an Arts and Science advisor, must see a faculty advisor in the College of Education to develop an individual advisement sheet. These advisement sheets must be placed on file both in Arts and Sciences and in the College of Education Advisement Center. Students planning to teach in other states should ensure that their planned program meets the requirements of those states. For further information about licensure, consult the College Advisement Center at Hokona Hall or the Public Education Department. See http://coe.cte-0027.unm.edu and http://www.ped.state.nm.us.

Additional Information

Graduate Study

Students may seek advanced graduate study in most College programs. Graduate study may lead to a Master’s degree, a doctorate degree or an education specialist certificate. In some instances, it is possible to pursue professional development studies that do not lead to a degree or a certificate. Graduate programs provide advanced study in educational careers and initial training in some specialized areas. Most programs offer emphases or specialties within the graduate program.

Students wishing to pursue graduate programs in education must meet both the minimum University requirements for admissions to graduate study and admission requirements of the College and its programs. Individual programs may establish prerequisites and requirements for admission in addition to those of the University and the College. Formal admission to graduate status must occur prior to, or concurrently with, admission to a specific program. Expenses incurred to visit the campus, to interview faculty prior to admission to a graduate program or in moving to Albuquerque are solely the responsibility of the applicant or student.

Specific information about admission and program requirements can be found in the section: Alphabetical Listing and Description of Areas of Study.

Master’s Programs

The College offers programs leading to the Master of Arts (M.A.) Degree or the Master of Science (M.S.) Degree in the following areas of study. More complete information can be found in program and course descriptions in this catalog, the College Advisement Center and the Department Office listed:

- Art Education (M.A.)—Department of Educational Specialties, Hokona Hall
- Counseling (M.A.)—Department of Individual, Family and Community Education, Simpson Hall
- Educational Leadership (M.A.)—Department of Educational Leadership and Organizational Learning, Hokona Hall
- Educational Psychology (M.A.)—Department of Individual, Family and Community Education, Simpson Hall
- Elementary Education (M.A.)—Department of Teacher Education, Hokona Hall
- Mathematics, Science, and Educational Technology Concentration: Department of Teacher Education, Hokona Hall
Family Studies (M.A.)—Department of Individual, Family, and Community Education, Simpson Hall
Health Education (M.S.)—Department of Health, Exercise and Sports Science, Johnson Center
Language, Literacy and Sociocultural Studies (M.A.)
American Indian Education Concentration, Department of Language, Literacy and Sociocultural Studies, Hokona Hall
Literacy/Language Arts Concentration: Department of Language, Literacy and Sociocultural Studies, Hokona Hall
Bilingual Education Concentration (English/Spanish): Department of Language, Literacy and Sociocultural Studies, Hokona Hall
TESOL Concentration: Department of Language, Literacy and Sociocultural Studies, Hokona Hall
Education Thought Concentration: Department of Language, Literacy and Sociocultural Studies, Hokona Hall
Social Studies Concentration, Department of Language Literacy and Sociocultural Studies, Hokona Hall
Nutrition (M.S.)—Department of Individual, Family and Community Education, Simpson Hall
Organizational Learning and Instructional Technology (M.A.)—Department of Educational Leadership and Organizational Learning, Hokona Hall
Physical Education (M.S.)—Curriculum and Instruction Concentration: Department of Health, Exercise and Sports Science, Johnson Center
Exercise Science Concentration: Department of Health, Exercise and Sports Science, Johnson Center
Sports Administration Concentration: Department of Health, Exercise and Sports Science, Johnson Center
Recreation (M.A.)—Department of Health, Exercise and Sports Science, Johnson Center
Secondary Education (M.A.)
General Secondary Education Concentration: Department of Teacher Education, Hokona Hall
Mathematics, Science, and Educational Technology Concentration: Department of Teacher Education, Hokona Hall
Special Education (M.A.)—Department of Educational Specialties, Hokona Hall

The Master’s degree in most of these programs is offered under Plan I (with thesis) and Plan II (without thesis). Plan I requires a minimum of 24 semester hours plus thesis. Plan II requires a minimum of 32 semester hours. Many degree programs require more hours than these minimum requirements.

Unless otherwise restricted by individual graduate programs, up to 50% of the required course work for a Master’s degree in the College of Education may be transferred from another institution or applied from the University of New Mexico non-degree and extension. In addition, University graduate degree policies require for Plan I and Plan II that at least 50% of the required course work must be completed after admission to the graduate degree program and be taken in graduate status at the University of New Mexico. Also, all degree requirements must be completed within a seven-year period.

**Doctoral Programs**

The College offers the degree of Doctor of Philosophy (Ph.D.) and the degree of Doctor of Education (Ed.D.). There are 10 approved majors that are offered through either one or both of these degrees. Each program must meet all requirements of Graduate Studies at the University and any additional requirements of the College. Some majors offer only the Ph.D. or the Ed.D. Other majors offer both degrees. Students seeking admission should contact the appropriate department office for information and complete the procedures prescribed by the concentration and the Office of Graduate Studies.

The 10 majors are listed below with a directive as to where more information can be found in the Alphabetic Listing and Description of Areas of Study that follows:

- Counselor Education (Ph.D.)—See description for Counselor Education.
- Educational Leadership (Ed.D.)—See description for Educational Leadership.
- Educational Linguistics (Ph.D.)—See description for Educational Linguistics.
- Educational Psychology (Ph.D.)—See description for Educational Psychology.
- Family Studies (Ph.D.)—See description for Family Studies.
- Physical Education, Sports and Exercise Science (Ph.D.)—See description for Professional Physical Education.
- Language, Literacy and Sociocultural Studies (Ph.D.)—See description for Language, Literacy and Sociocultural Studies.
- Multicultural Teacher and Childhood Education (Ed.D., Ph.D.)—See description for Curriculum and Instruction in Multicultural Education.
- Organizational Learning and Instructional Technology (Ph.D.)—See description for Organizational Learning and Instructional Technology.
- Special Education (Ed.D., Ph.D.)—See description for Special Education.

Ph.D. candidates pursue a supporting area of 24 semester hours outside their major area and in many cases outside of the College; Ed.D candidates must earn 18 semester hours outside their major area. All degree programs require a core of courses, including appropriate work in research. In all, a minimum of 72 semester hours (60 hours of graduate work (exclusive of dissertation credit) is required in each of the programs in education. Credit hours applied to a Master’s degree, when appropriate, may be included and applied to the doctoral program of studies. See sections elsewhere in this catalog which describe Doctoral Degrees, specifically the role of the Committee on Studies and the Transfer of Credits. Not more than one-third of the required hours may be independent study which includes problems, directed readings, internship, field experience and practicum. Hours taken beyond the 72 required hours are not subject to this limitation.

Each candidate for the doctorate (Ed.D. or Ph.D.) shall be required to possess skills appropriate for the conduct of scholarly inquiry in the chosen field. The identification and evaluation of these skills will be determined by the candidate’s committee on studies. Certification that these inquiry skills have been achieved is required prior to undertaking work on a dissertation. This procedure is in compliance with the Foreign Language or Alternative Requirement discussed under Doctoral Degrees sections in this catalog.

At least half of the hours of graduate study, exclusive of dissertation hours, to be applied towards a dissertation program of studies must be completed at the University of New Mexico. The Education Specialist certificate is not an entry point for doctoral programs and is designed for purposes other than doctoral study. As such, course work completed in an Education Specialist certificate is not normally applied to a doctorate program.

**Education Specialist Certificate Programs**

The Education Specialist Certificate (or Sixth-Year Program) is available in Curriculum and Instruction (elementary and secondary teaching fields), Educational Leadership, Organizational Learning and Instructional Technology and Special Education. Persons interested in the certificate program should contact the appropriate program for specific requirements.

The graduate certificate requires at least 30 semester hours beyond the Master’s degree and is planned individually for each candidate under the direction of the program involved. The certificate is designed for the individual who does not wish to pursue the doctorate but is interested in continued advanced graduate work in a specific area. Also, advanced licensure eligibility, such as educational leadership, may be accomplished through the certificate. Not more than one-third of the required hours may be problems, directed readings and/or workshop credit. Students working under this plan must be admitted to graduate study and are subject to the regular Office of Graduate Studies requirements. All
Undergraduate Program

Student Information Contact
Art Education Program, 112 Masley Hall, (505) 277-4112, arted@unm.edu

Teacher Preparation Program

The following program leads to a Bachelor of Arts in Education with a major in Art Education and teacher preparation in art. Upon completion of this program the graduate is qualified to apply for New Mexico licensure to teach visual arts, grades Pre-K–12.

A student who wishes to be admitted into the teacher preparation program in art is required to meet the screening criteria and procedures of the College of Education and Art Education program. Screening is done concurrently with the program’s prerequisite screening course, ARTE 310, and, in some cases, ARTE 320.

Upon admission into the teacher preparation program in art, the student will be assigned a faculty advisor with whom the student must design and contract an official program of studies. The student is required to meet with his or her advisor each semester throughout the program.

Curriculum for Art Education Majors—Teacher Preparation

I. General Education—57 hours.

1. English (12 credit hours)
   ENGL 101 (3) Composition I: Exposition
   ENGL 102 (3) Composition II: Analysis and Argument
   Choose 2 from the following: ENGL 220 (3), Engl Literature elective (3), CJ130 (3)

2. Math (6 credit hours)
   MATH 121 (3) or MATH 129 (3)
   Math elective (3)

3. Physical and Natural Sciences (12 credit hours)
   Select 12 credits from the following:
   ANTH 121L (4), ANTH 150 (3), ANTH 151L (1),
   ANTH 160 (3), ANTH 161L (1), ASTR 101 (3)
   ASTR 101L (1), BIOL 110 (3), BIOL 112L (1)
   BIOL 123 (3), BIOL 123AL (4), CHEM 111 (4)
   CHEM 121 and 123L/131L (4), CHEM 122L/132L (4)
   EPS 101 (3), EPS 105L, EPS 201L (4)
   ENV 101 (3), 105L (1), GEOG 105L (1)
   NTSC 261L (4), NTSC 262L (4), NTSC 263L (4)
   PHCY 102 (3), PHYC 102L (1), PHYC 151L (1)
   PHYC 151L (1), PHYC 152 (3), PHYC 152L (1),
   PHYC 160 (1), PHYC 161 (1)

4. Social and Behavioral Sciences (6 credit hours)
   Two courses from the following:
   AMST 182 (3), AMST 185 (3), ANTH 101 (3)
   ANTH 120 (3), ECON 105 (3), ECON 106 (3), GEOG 102 (3)
   POLS 110 (3), POLS 200 (3), POLS 220 (3)
   POLS 240 (3), PSY 105 (3), SOC 101 (3)

5. Humanities and History (12 credit hours)
   HIST 101L or 102L (3)
   HIST 161L or 162L (3)
   ARTH 251 (3)
   Select one 300 level course from the following: (3)
   Philosophy, African American Studies, American Studies, Chicano Hispano Mexican Studies, Native American Studies, Women’s Studies, Religious Studies.

6. Second Language (3 credit hours)
   Select one course from non-English language offerings including signed language.

7. Fine Arts (6 credit hours)
   ARTH 201 (3)
   ARTH 202 (3)

II. Professional Education and Art Education—33 hours.

EDPY 303 Human Growth and Development 3
ARTE 310 Teaching Art in Elementary School 3
ARTE 320 Teaching Art in Secondary School 3
ARTE 400 Elementary Student Teaching in Art 3
ARTE 461 Student Teach in the Senior High School 3
ARTE 430 Studio Art in the Schools 6
ARTE 410 Curriculum Development 3
ART EDUCATION 329

ARTE 465 Art and the Exceptional Child 3
ARTE 466 Art w/At-Risk Students 3
EDUC 438 Teaching Reading and Writing in the Content Area 3
One course in art criticism & aesthetics for teachers 3
to be determined by art education advisor

III. Teaching Area–36 hours.
1. Basic Art courses (18 hours)
   ARTS 121 Two-dimensional Design 3
   ARTS 122 Three-dimensional Design 3
   ARTS 106 Drawing I 3
   ARTS 205 Drawing II 3
   ARTS 130 Intro to Electronic Arts 3
   ARTH elective: non-Western 3
2. Studio focus area I (9 hours) A focus area of 9 hours in a single studio area (not drawing), 3 hours of which must be numbered 300 or above.
3. Art Electives (9 hours) 9 hours of approved art electives to fulfill art teaching competencies, 6 hours of which must be in courses numbered 300 or above.

IV. Free Electives – 3 hours.
Total 129 hours

Minor Study in Art Education for Elementary Majors Only (24 Hours)
ARTS 121, ARTS 122, ARTH 101 (9 hours) 9
Art Elective (200 level, 3 hrs.) 3
ARTE 214, ARTE 310 6
and ARTE electives (400 level, 6 hrs.) 6

Minor Study in Art Education for Students in Other Than Teacher Training Programs (18 Hours)
Non-teaching minor requirements: ARTS 121 (3), ARTS 122 (3), ARTS elective (200 level, 3 hrs.); additional 9 hours to be determined with an art education advisor.

Graduate Program
Student Information Contact
Art Education Program, 112 Masley Hall, (505) 277-4112, arted@unm.edu

Application Deadlines
Fall semester March 30
Spring semester October 30

Degree Offered
M.A. in Art Education

The graduate program offers course work and experiences leading to a Master of Arts degree in Art Education under Plan I (with a thesis) or Plan II (without a thesis). The M.A. program is oriented toward the development of a professional who has 1) an understanding of the core profession of art education as a humanistic discipline; and 2) a developing specialization in a particular area of personal interest related to art education. Emphasis in this graduate program is given to the humanistic aspects of art and education and to a blending of creative work, research and art pedagogy.

Although the art education program consists of individual faculty with different backgrounds, expertise and philosophies, we tend to agree and emphasize art education foremost as a humanistic profession where the growth and development of the individual is paramount and where the art experience is central to that enterprise.

Requirements for the M.A. Degree
Earning a Master’s degree in art education includes completing at least the following requirements: 1) formation of a graduate faculty committee on studies (including an advisor-chairperson), which helps the student plan a graduate program of studies and conducts the student’s master’s exam;
2) in consultation with the student’s committee on studies, submission of approval of a planned program of graduate study (coursework), which is called a Program of Studies; 3) completion of the planned program of studies with at least a “B” average; 3a) Plan 1 candidates only: completion and acceptance of a master’s thesis; 4) passing of a written and oral master’s exam taken in the semester degree requirements are completed; 5) exhibition of at least one art work done during the master’s program in our annual graduating students’ exhibition; and 6) other miscellaneous requirements unique to each student’s program of studies. (See the appropriate section of The University of New Mexico Catalog—“Master’s Degrees”—for general and specific requirements for a Master’s degree)

Program of Study for the M.A. – Non-Licensure
Curriculum for graduate students: Plan I with thesis: minimum 24 hours plus thesis project. Plan II without thesis: minimum 33 hours plus Master’s exam.

Core Courses for all M.A. Students:
ARTE 500 History & Philosophies of Art Education 3
ARTE 585 Research Applications to Art Education 3
ARTE 590 Current Trends and Issues in Art Education 3
3 credits research: Working with an advisor, students choose a 5xx research course.
3 credits social and/or cultural studies: Working with an advisor, students choose a 5xx course that addresses social and cultural ideas.

In consultation with the advisor and committee on studies, students choose 9 credits of course work to support learning in an art education supporting area. For example, students may choose supporting areas such as Art Education and Special Populations, Diversities and Identities, or Imagination and Visual Studies. Students will then choose 9 credits of elective course work to complete their program of studies.

Program of Study for the M.A. – Licensure
A graduate student may elect to attain the MA in Art Education with K-12 New Mexico Art Teaching Licensure. This option requires 36 hours of art prerequisites to include 9 hours of art history and 27 hours of studio art to include drawing (6 hours), a non-drawing studio area of focus (9 hours) and studio courses addressing a variety of 2- and 3-D mediums.

In addition to core courses required of all MA students (9 credits) and 6 credits of elective course work, MA students seeking licensure to take course work for Professional Education for the MA in Art Education with Licensure: 33 credits:
ARTE 310: Teaching Art in the Elementary School (3)
ARTE 320: Teaching Art in Secondary School (3)
ARTE 400: Elementary Student Teaching in Art (3)
ARTE 461: Student Teaching in the Senior High School (3)
*ARTE 530: Studio Art in the School:__________. (3)
*ARTE 530: Studio Art in the School:__________. (3)
*ARTE 572: Art Criticism/Aesthetics for Teachers (3)
*ARTE 510: Curriculum Development (3)
*ARTE 585: Art with the Exceptional Child
   –or–
*ARTE 566: Art with At-Risk Students (3)
*EDPY 503: Principles of Human Development (3)
LLIS 530: Teaching Reading and Writing in the Content Field (3)

Total number of hours for M.A. plus licensure: 51
* Courses listed in bold above count toward both the M.A. and licensure for students choosing the licensure option.

Minor–Art Education Master’s Level (12)
ARTE 500: History & Philosophies in Art Education (3)
ARTE 585: Research Applied to Art Education (3)
ARTE 590: Current Trends and Issues in Art Education (3)
ARTE 5xx: elective (3)

Students pursuing the MA level minor in Art Education will benefit in two ways: They will engage in systematic study
guided by an Art Education faculty member, and they will have the 12 hour minor represented on their transcript. It is recommended that MA students pursuing the Art Education minor have an Art Education faculty member on their committee.

### Application to the M.A. Degree Program

If you are interested in specific information about the Master’s program in art education, requestan application packet from the following address:

Art Education Program  
Graduate Application  
112 Massey Hall–College of Education  
MSC05 3040  
1 University of New Mexico  
Albuquerque, NM 87131-0001

You may also request a meeting with a faculty advisor by calling 277-4112.

### Application Requirements and Materials Needed

Before applying to the Master’s program in art education, an applicant must have the following minimum academic prerequisites:

**General Academic Prerequisites.** To apply for the art education Master’s degree program an applicant must have 1) a bachelor's degree from an accredited university, which includes at least 24 semester hours combined of art, art history and/or art education course work with at least a "B" average (3.0 GPA); and 2) a 3.0 overall grade point average in the applicant’s last two years of undergraduate work. Applicants must have completed 18 of the required art prerequisites prior to admission. Application to the K–12 ART TEACHING LICENSURE EMPHASIS requires additional prerequisites. Also see the appropriate sections of this University catalog for general prerequisites and application procedures for graduate study at the University of New Mexico.

### Application Process

Graduate Admissions  
University of New Mexico  
P.O. Box 4849  
Albuquerque, NM 87196-4849  
(505) 277-2447

Art Education Program  
MSC05 3040, 112 Massey Hall  
1 University of New Mexico  
Albuquerque, NM 87130-0001  
(505) 277-4112

**New Applications**

1. Send to Office of Admissions (address above)  
   a. Completed and signed Graduate Application form, or apply online, [http://www.unm.edu/grad](http://www.unm.edu/grad) (online application for first-time domestic applicants ONLY).  
   b. Residency form.  
   c. $50.00 non-refundable application fee.  
   d. One (1) official transcript from each college you have attended (Exception: UNM transcripts).

2. Send to Art Education Program (address above)  
   a. Letter of Intent.  
   b. Letters (3) of Recommendation.  
   c. Resume.  
   d. Ten (10) slides or photographs artwork or CD.

### Art Education (ARTE)

#### 214. Art in Elementary and Special Classrooms I. (3)

Understanding the art process as it relates to the growth and development of children. Experiences, methods and curriculum for art education in the elementary school. Special fee required.

#### 310. Teaching Art in the Elementary School. (3)

Philosophical, psychological, theoretical and practical concepts about teaching art in the elementary school, including observation and involvement in art teaching situations. Initial screening course and prerequisite for teacher preparation curricula. Special fee required.

#### 320. Teaching Art in Secondary School. (3)

Philosophical, psychological, theoretical and practical concepts about teaching art in the middle/junior and senior high school, including observation of and involvement in art teaching situations. Additional screening course when indicated in individual cases. Special fee required.

#### 368. Porcelain Vessels. (1-3 to a maximum of 3) ∆

(Also offered as ARTS 368.) Oriental-Japanese method of wheel-thrown porcelain vessels and its place in art teaching. Special fee required.

#### 391/591. Problems. (1-3 to a maximum of 6) ∆

Individual problems are studied and researched under the supervision of a faculty member. Permission of faculty member involved is required. Special fee required. Restriction: permission of instructor.

#### 400. Elementary Student Teaching in Art. (3) 

Directed and supervised student teaching in art at the elementary level (grades 1–6) in a school plus a seminar on campus dealing with theory and practice relevant to art in the elementary school. Special fee required. Prerequisite: 310 and 320.

#### 410/510. Curriculum Development in Art Education. (3)

Diverse art historical, philosophical, and psychological bases for theories and models of curriculum development as they apply to teaching art in a planned manner. Students will develop part of yearly curriculum for art education. Special fee required.

#### 414. Art Education in Elementary School Teaching. (3)

Direct experience with the art process set in a theoretical context for elementary school teaching oriented toward curriculum development in art, integration of art with the rest of the curriculum, art as non-verbal communication and the multicultural aspects of art. Special fee required.

#### 420/520. Art Education in Early Childhood. (3)

Theory, methods, curriculum for teaching art with children ages 4–7, emphasizing the teacher’s response to the creative needs of young children as a part of their total growth and learning. Special fee required.

#### 430/530. Studio Art in the School:________. (1-3 to a maximum of 12) ∆

Studio experience in art for school and recreational situations. Different art forms are emphasized in different offerings of the courses, e.g., Studio Art in the Schools: Weaving, etc. May be repeated for credit as studio area varies; may be taken twice with same studio area and may be repeated more than twice with permission of instructor and program coordinator. Special fee required.

#### 461. Student Teaching in the Senior High School. (3) 

Directed and supervised student teaching in art at the senior high level (grades 7–12) in a school plus a seminar on campus dealing with theory and practice relevant to art in the senior high school. Special fee required. Prerequisite: 310 and 320.

#### 465/565. Art and the Exceptional Child. (3) 

(Also offered as SPCD 465.) Designed to acquaint teachers with the value and therapeutic uses of art in special educa-
tion classrooms and to acquaint art education majors with adaptations of art to various exceptional cases. Special fee required.

466./566. Art With At-Risk Students. (3)
A studio-based course in theory and practice of working with diverse students at risk for factors including socioeconomics, language, behavior, psychiatric diagnoses. Ten hours fieldwork. Special fee required.

472. Art Criticism & Aesthetics Teacher. (3)
An exploration of art criticism and aesthetics as part of a comprehensive art education curriculum with practical application in a K-12 setting. Special fee required.

475. Art, Architecture and Environmental Education in the Schools. (3)
The use of art and architecture in the school curriculum. The aesthetics of the built environment in relation to design and behavior and the order and delicate design in nature and buildings. Design of learning environments are also explored. Special fee required.

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

470. Art in Multicultural Education. (3)
An exploration of art criticism and aesthetics as part of a comprehensive art education curriculum with practical application in a K-12 setting. Special fee required.

475. Art, Architecture and Environmental Education in the Schools. (3)
The use of art and architecture in the school curriculum. The aesthetics of the built environment in relation to design and behavior and the order and delicate design in nature and buildings. Design of learning environments are also explored. Special fee required.

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The use of art and architecture in the school curriculum. The aesthetics of the built environment in relation to design and behavior and the order and delicate design in nature and buildings. Design of learning environments are also explored. Special fee required.

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

470. Art in Multicultural Education. (3)
An exploration of art criticism and aesthetics as part of a comprehensive art education curriculum with practical application in a K-12 setting. Special fee required.
Counselor Education offers a CACREP accredited Doctoral degree in Counselor Education. The Master’s degree is only offered as Plan II (no thesis). All students taking courses in the Counselor Education program are expected and required to abide by the American Counseling Association Code of Ethics and applicable state and federal laws governing standards of practice for counseling.

Graduate Advisor
Upon admission into the program, students are assigned an initial advisor. They have the option of selecting an advisor of their choice as they progress in their program of studies.

Application Deadlines
- Fall semester: January 31 (Doctorate in Counselor Education)
- Fall semester: February 15 (Master’s in Counseling)
- Spring semester: September 15 (Master’s in Counseling)

Degrees Offered
- M.A. in Counseling
- Ph.D. in Counselor Education

The Master’s Degree in Counseling
Counselor Education offers a 54 hour Master’s degree in Counseling with areas of focus in School Counseling or Community/Agency Counseling. These areas of focus are accredited by CACREP. Applicants to the Counselor Education program are encouraged to complete 18 hours of upper division behavioral science courses (e.g., education, psychology, family studies, sociology, anthropology) prior to admission. Additional information and application forms are available from the Counselor Education office.

Admission
Admission into the Master’s program is based on ratings of several factors including scholarship, academic background (especially in behavioral science), work experience, volunteer experience, letters of recommendation, and a personal statement including multicultural experience. Admission is competitive, with more applicants each semester than it is possible to admit. After the initial screening process, selected applicants are invited to interview with the faculty. Based on the results of both the initial screening and the interview, faculty selects candidates for admission to the program.

Master’s Degree Required Core Courses
- COUN 520 Foundations of Counseling
- COUN 530 Dynamics of Human Behavior
- COUN 517 Theories of Counseling
- COUN 518 Group Counseling
- COUN 522 Communication Skills in Counseling
- COUN 584 Multicultural Issues in the Helping Professions
- COUN 590 Practicum in Counseling
- COUN 519 Practicum in Group Counseling
- COUN 576 Diagnosis of Mental Disorders
- COUN 595 Field Practicum
- COUN 513 Career Counseling
- COUN 515 Testing and Assessment in Counseling
- COUN 610 Professional Issues and Ethics
- COUN 521 Community/Agency Counseling or
- COUN 545 School Counseling depending on area of focus

EDPY 503 Principles of Human Development/
- FS 503 Seminar in Human Growth and Development
- EDPY 500 Survey of Research Methods in Education
- EDPY 505 Conducting Quantitative Educational Research
- EDPY 502 Survey of Statistics in Education
- EDPY 511 Introductory Educational Statistics

**These four core courses may be taken by non-degree graduate students. An override must be obtained by non-degree students to register.

The Doctorate in Counselor Education
The Doctor of Philosophy degree in Counselor Education is designed for those who have completed a Master’s degree in Counseling or an allied field and who are licensed or eligible for professional licensure in Counseling or a closely related profession. The doctoral program is accredited by CACREP. A minimum of 94 credits are required to successfully complete the program including a 24-hour supportive area and a dissertation. The Counselor Education program will accept up to 36 hours of graduate transfer credit to be applied to the Ph.D. program. All substitutions of courses must be approved by the Counselor Education program faculty before a substitute course can be used to fulfill a requirement. A course may be used to fulfill requirements in more than one area, but the student’s program of studies must still include 94 credit hours.

The program requires that students develop competency in teaching, research, supervision, and consultation. These competencies, added to the professional expertise in counseling demonstrated at the point of admission into the doctoral program, enable the doctoral graduate to successfully carry out a wide range of supervisory, consultative, teaching, research and counseling activities in a variety of professional settings. Graduates are well suited to: college or university faculty positions in counselor preparation programs; supervisory roles in counseling services, mental health clinics, hospitals, schools and private practice settings; mental health consultation with individuals, groups and organizations, and direct preventive or remedial mental health services. The program is not a psychology program and does not prepare students for psychology licensure.

Admission
Admission to the program is based on scholarship, academic background, work experience, letters of reference, a writing sample, a statement of intent, culturally diverse experience and scores on the Graduate Record Examination. Final selection of candidates is made after an interview of finalists. For additional information on the program and application procedures, contact the Counselor Education Program.
Admission to the program is for fall semester of each academic year only.

**Doctoral curriculum Includes:**
- Counseling Core Courses (12 credits)
- Research (16 credits)
- Teaching (6 credits)
- Supervision (6 credits)
- Consultation (3 credits)
- Diversity Studies (9 credits)

The doctoral program requires 600 hours of internship involving practical experience in supervision, teaching and/or consultation. Internships are arranged with any program faculty and coordinated by the doctoral program coordinator.

**Supportive Area** (24 credits)
Typical supportive areas from other programs that students select include, but are not limited to: Educational Leadership, Educational Psychology, Family Studies, Health Education, Management, Psychology, Public Administration, Public Health, Organizational Learning and Instructional Technology, and Language, Literacy and Sociocultural Studies. The courses selected from a supportive area are approved by the student’s advisor and Program of Studies Committee members.

**Dissertation** (18 credits)

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**Counseling (COUN)**

513. **Career Counseling.** (3)
A practical and theoretical foundation for understanding the relationship of personal and career development theories to counseling practice. Includes vocational choice theory, lifestyle choices, occupational and educational information, decision making processes and career exploration techniques. Restriction: admitted to graduate Counselor Education program.

514. **Supervision of Counseling Services.** (3)
Includes principles and techniques involved in developing and supervising counseling and guidance services in a variety of settings, including colleges and universities, public schools and various community agencies. Restriction: admitted to doctoral Counselor Education program.

515. **Testing and Assessment in Counseling.** (3)
Aimed at helping counselors evaluate, administer and interpret psychological tests. Includes history, ethics, sources of information, study of test manuals and the development of skill in test interpretation. Prerequisite: (EDPY 500 or EDPY 505) and (EDPY 502 or EDPY 511). Restriction: admitted to graduate Counselor Education program.

517. **Theories of Counseling.** (3)
Examination and analysis of major counseling and psychotherapy theories and their application. Consideration of philosophical bases and ethical implications. Treatment strategies and goals of each theory. Restriction: admitted to graduate Counselor Education program.

518. **Group Counseling.** (3)
An introductory course in group counseling. Topics include group organization, types of groups, stages of group development, communication, group roles, feedback, diagnosing and problems in the group process. Restriction: admitted to graduate Counselor Education program.

519. **Practicum in Group Counseling.** (3 to a maximum of 6) 
An experience in working directly with clients in a group setting with supervision provided by program faculty. Prerequisite: 522 and 590. Restriction: admitted to graduate Counselor Education program. Offered on a CR/NC basis only.

520. **Foundations of Counseling.** (3)
Designed to acquaint students with the professional field of counseling. A variety of didactic and experiential approaches are utilized. Includes lectures, group discussion, guest speakers, videos and service-learning experiences. Restriction: admitted to graduate Counselor Education program.

521. **Community Agency Counseling.** (3)
An introduction and orientation to the community model. Roles, responsibilities and functions of the community mental health counselor are examined. Knowledge and strategies designed to create systemic changes in clients’ social environment are presented. Prerequisite: 517 and 518 and 520 and 530.

522. **Communication Skills in Counseling.** (3)
Designed to introduce the student to basic communication skills fundamental to the interviewing process. Skills will be approached with a practical application to the counseling setting. Offered on a CR/NC basis only. Prerequisite: 517 and 518 and 520 and 584 and 610. Restriction: admitted to graduate Counselor Education program.

525. **Experiential Counseling.** (3)
Emphasizes experiential activities in counseling. This course presents an approach which incorporates academic cognitive skills, group counseling skills and experiential skills. It combines cognitive, behavioral, group and humanistic counseling methods in experiential learning.

530. **Dynamics of Human Behavior.** (3)
An examination of major theories of personality and human behavior. The course provides an overview of personality and behavioral theory including clinical, philosophical, historical and developmental issues. Restriction: admitted to graduate Counselor Education program.

541. **Counseling Children and Adolescents.** (3)
This course addresses the developmental issues and psychological concerns of infants, elementary school-aged children and adolescents and provides knowledge about appropriate therapeutic interventions for this population. Prerequisite: 517 and 518 and 520 and 530 and (FS 503 or EDPY 503).

545. **School Counseling.** (3)
School counseling as a profession is addressed. Roles and responsibilities of school counselors at various educational levels are described. Professional, ethical, legal, multicultural and family issues as they impact school counselor role are included. Prerequisite: 517 and 518 and 520 and 530.

560. **Family Counseling.** (3)
(Also offered as FS 560) An introduction to history and practice of counseling with families. A number of leading experts in the field will be studied with respect to their theoretical approach to the subject as well as their techniques. Prerequisite: 517 and 518 and 520 and 530 and FS 517.

576. **Diagnosis of Mental Disorders.** (3)
A comprehensive overview of physiological aspects of behavior which may impact the counseling process. Emphasis will be placed on psychopathology and diagnosis in accordance with the DSM and ICD. Prerequisite: 520 and 530 and 517 and 518. Restriction: admitted to graduate Counselor Education program.

581. **Sexuality in Counseling and Psychotherapy.** (3)
Broadly based examination of psychological, biological and social aspects of sexuality with emphasis on the professional’s own values, attitudes and knowledge in working with clients with sexual concerns and problems.

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**Typical supportive areas from other programs that students select include, but are not limited to:** Educational Leadership, Educational Psychology, Family Studies, Health Education, Management, Psychology, Public Administration, Public Health, Organizational Learning and Instructional Technology, and Language, Literacy and Sociocultural Studies. The courses selected from a supportive area are approved by the student’s advisor and Program of Studies Committee members.
584. Multicultural Issues in the Helping Professions. (3) Provides fundamentals in multicultural competence useful in human service and educational settings. Working effectively with multicultural families requires self awareness, knowledge of information specific to various cultures and the development of skills for successful interaction. Prerequisite: Two from 517, 518, 520, 530. Restriction: admitted to graduate Counselor Education program.

590. Practicum in Counseling. (3) An experience providing counseling services to diverse clients in an on-campus setting where supervision is provided by program faculty and doctoral students under faculty supervision. Prerequisite: 517 and 518 and 520 and 522 and 530 and 584 and 610. Restriction: admitted to graduate Counselor Education program. Offered on a CR/NC basis only.

591. Problems. (1-3 to a maximum of 6) ∆

593. Topics. (1-3, no limit) ∆ Various current topics in counseling and counseling psychology are offered. Contact the department office for information about topics courses planned for the near future.

595. Internship. [Field Practicum.] (3 to a maximum of 6) ∆ Students provide counseling services to diverse clients in either a school or community agency setting. Supervision is provided by experienced counselors in the field setting with coordination by program faculty. Attendance at a weekly seminar on campus is required. Prerequisite: 590. Restriction: admitted to graduate Counselor Education program. Offered on a CR/NC basis only.

610. Professional Issues and Ethics. (3) Contemporary issues, trends and ethical considerations in counseling are reviewed and critiqued. Provides an overview of the helping profession, professional roles, organizations, ethical and professional preparation standards, credentialing, licensure and public policy issues. Prerequisite: Two from 517, 518, 520, 530. Restriction: admitted to graduate Counselor Education program.

620. Seminar in Counseling. (3) Doctoral seminars in topics such as professional issues, teaching and consultation are offered for advanced graduate students.

621. Advanced Theories of Counseling and Psychotherapy. (3) An in-depth comparison and contrast of major theories of counseling and psychotherapy. Theories representative of existential, psychoanalytic and behavioral viewpoints are considered.

630. Advanced Practicum in Counseling. (3-6 to a maximum of 6) ∆ Offered on CR/NC basis only.

696. Internship. (3-6 to a maximum of 12) Offered on CR/NC basis only.

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

Undergraduate Program

Major and Degree

Early Childhood Multicultural Education, B.S. Early Childhood Multicultural Education (ECME) offers a baccalaureate program that leads to licensure for teachers working with children from birth to age eight in classrooms that include children who are developing both typically and atypically. The program draws on content from child development, curriculum and instruction, family studies, language and literacy, special education, nutrition, physical education and health education. The program's multicultural focus prepares professionals to work with young children and their families from a variety of cultural backgrounds. Prospective early childhood teachers are required to complete 57 hours of general education, and 75 hours of professional early childhood education that includes 42 hours of course work, 9 hours of supervised practicum, and 12 hours of student teaching as required by the NM Public Education Department. Students are required to complete all practica and student teaching in program approved placements. Students complete 30 hours of practica per credit hour. Students must be accepted into the ECME program two years prior to completing student teaching. Students must apply to student teaching prior to the start of the semester preceding the student teaching semester.

Admission to the Early Childhood Multicultural Education program requires a cumulative grade point average of 2.50 and a minimum of 26 credit hours. All upper division ECME courses (300 & 400 level) must be passed with a B or better.

In addition, students are required to obtain a passing score on The New Mexico Teacher Assessment Test–Basic Skills prior to admission. Upon completion of the program and satisfactory performance on state-approved competencies, student teaching and other exit requirements, students may apply to the State Department of Education for a Level 1 license.

Application Deadlines:
- Summer Admission: March 1
- Fall Admission: July 1
- Spring Admission: October 1

Student Information Contact
Contact program office at Simpson Hall, (505) 277-4535.

A. General Education Requirements:
- 12 credit hours of English including: ENGL 101, 102, CJ 220, LING 101 or ENGL 290
- 12 credit hours of History including: HIST 101 or 102, HIST 161 or 162, HIST 260, History/Humanities elective
- 12 credit hours of Science including: NTSC 261L, 262L, 263L
- 6 credit hours of Social Sciences Choose 2 courses from the following: AMST 182, AMST 185, ANTH 101, ANTH 130, ECON 105, ECON 106, GEOG 102, LING 101, POLS 110, POLS 200, PSY 105, SOC 101
B. Bachelor Degree Core Requirements:

Total General Education Requirements 57

Choose one course from the following Departments:

- 3 credit hours in Foreign Language
- 6 credit hours of Fine Arts
- 3 credit hours in Foreign Language
- 6 credit hours of math including:
- MATH 111 or 112, MATH 129, 215 or STAT 145
- Departmental Honors Sequence in ECME are waived from completing 6 credits
- Students completing the 3-course Departmental Honors sequence in ECME are waived from completing 6 credits from among ECME 305, ECME 315 or ECME 325
- Total Professional Education Credits: 75
- Total Degree Requirements: 57 General Education Credits + 75 Education Credits = 132

Departmental Honors

The Departmental Honors program is open to outstanding Early Childhood Multicultural Education majors who have an overall GPA of at least 3.20. Students must seek advisement from a faculty member willing to serve as mentor for the honors courses and research. An Honors thesis is written during the student's final semester. Required courses are ECME 497, 498, and 499. These courses are in addition to those required for the major.

Graduate Program

Student Information Contact
Contact program office at Simpson Hall, (505) 277-4535.

Application Deadlines
M.A. (initial screening)
- Summer session: March 1
- Fall semester: March 1
- Spring semester: October 1

Applications received by these initial screening dates will be given highest consideration for admission. Applications will continue to be received after the initial screening dates until the final deadlines listed below; these admission applications will be considered on a space available basis only. Final application deadlines are:
- Summer session: March 31
- Fall semester: April 25
- Spring semester: October 30

Degrees Offered

M.A. Elementary Education

The Master of Arts in Elementary Education may be taken with a concentration in Early Childhood Education.

Program of Studies for Concentration in Early Childhood Education

Master of Arts in Elementary Education

Plan I: 26 credit hours + 6 credit hours of thesis + Final Oral Examination

Plan II: 32 credit hours including Problems Course EDUC 591

Master of Arts in Elementary Education Core Requirements:

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

Concentration Specific Course Requirements:

In addition to ECME 574, 579, & 591 above, at least two courses must be chosen from:

- ECME 576 Learning Through Play
- ECME/LLSS 514 Young Children Moving Into Literacy
- ECME 575 Early Childhood Language Development & Curriculum
- SPCD 550 Introduction to Early Childhood Special Education
Remaining courses to be selected from the following:
ARTE 520 Art Education in Early Childhood
FS 501 Parent Education
FS 502 Development in Early Childhood
FS 512 Working with Children & Families
FS 546 Family Systems Theory
FS 514 Fatherhood
EDPY 503 Principles of Human Development
EDPY 510 Principles of Classroom Learning
EDPY 520 Motivation Theory and Practice
EDPY 524 Computers in the Educational Process
EDPY 572 Classroom Assessment
LLSS 544 Children’s Literature
LLSS 556 First and Second Language Development
LLSS 558 Literacy Across Cultures
LLSS 582 Curriculum Development in Multicultural Education
OR OTHER COURSES APPROVED BY ECME ADVISOR

Early Childhood Multicultural Education (ECME)

101. Child Growth, Development, and Learning. (3)
This basic course in the growth, development, and learning of young children, provides foundational knowledge of how young children grow, develop and learn. (Fall and Spring)

103. Health, Safety, and Nutrition. (2)
This course provides information related to standards and practices that promote children’s physical and mental well being, sound nutritional practices, and maintenance of safe learning environments. (Fall)

111. Family and Community Collaboration I. (3)
This basic course examines the involvement of families from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with parents and others involved with children in early childhood settings are discussed. (Spring)

115. Guiding Young Children. (3)
This course explores theories of child guidance and practical applications. It provides developmentally appropriate methods for guiding children, effective strategies and suggestions for facilitating positive social interactions. (Fall)

117. Curriculum and Implementation I. (3)
This beginning curriculum course focuses on developmentally appropriate content in early childhood programs and developmentally appropriate curriculum integration into teaching and learning experiences. (Fall and Spring)

117L. Curriculum and Implementation Practicum I. (2)
This course provides opportunities for students to apply knowledge gained from ECME 117 and develop skills in planning developmentally appropriate learning experiences for young children including children with special needs. (Fall and Spring)

202. Introduction to Reading and Literacy Development. (3)
This is a basic course in children’s emergent literacy and reading development: Ways to foster phonemic awareness, literacy problem solving skills, fluency, vocabulary, comprehension, and language development are explored. (Spring)

217. Curriculum and Implementation II. (3)
This basic course focuses on the learning environment and the implementation of curriculum in early childhood programs. Various curriculum models and teaching and learning strategies are explored. (Fall)

217L. Curriculum and Implementation Practicum II. (2)
This course provides opportunities to apply knowledge gained in ECME 217 and develop skills in planning learning environments and implementing curriculum for young children including those with special needs. (Fall)

220. Assessment of Children and Evaluation of Programs I. (3)
This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, and the development and use of formative and summative program evaluation to ensure quality. (Fall)

230. Professionalism. (2)
This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. (Fall)

305. Research and Evaluation in Early Childhood. (3)
A course focusing on research and evaluation in early childhood settings. (Summer)

311. Family and Community Collaboration II. (2)
This advanced course prepares prospective teachers for working effectively as partners with diverse family and community members to facilitate the development and learning of children birth through age 8, including children with special needs.
Prerequisite: 111. Restriction: admitted to the ECME program. (Fall)

315. Public Policy, Leadership, Ethics and Reform in ECE. (3)
A course focusing on policy issues, advocacy and leadership in early childhood education. (Spring)

317. Integrated Early Childhood Curriculum. (3)
This advanced course focuses on developmentally appropriate curriculum development and implementation for children birth to age 5, integrated curriculum content, and rich learning environments.
Prerequisite: 103 and 115 and 117 and 117L and 217 and 217L and 230. Corequisite: 317L. Restriction: admitted to the ECME program. (Fall)

317L. Integrated Early Childhood Curriculum Practicum. (2)
This advanced course provides opportunities for students to apply knowledge gained from ECME 317 and develop skills in planning developmentally appropriate learning experiences, integrated curriculum, and learning environments. Requires 60 supervised contact hours.
Prerequisite: 103 and 115 and 117 and 117L and 217 and 217L and 230. Corequisite: 317L. Restriction: admitted to the ECME program. (Fall)

320. Assessment of Childhood and Evaluation of Programs II. (3)
This advanced course builds upon student understanding of the connections among learning, teaching, and assessment and strategies for evaluating programs. Assessment, identification, and monitoring of typical and atypical development will be explored.
Prerequisite: 220. Restriction: admitted to the ECME program. (Spring)

325. The Social, Political and Cultural Contexts of Children and Families. (3)
This course focuses on the cultural contexts in which children and their families live and develop. Its main goal is to help students bridge the gap between their own cultures and the cultures of the children they will teach. (Fall)

401. Research in Child Growth, Development and Learning. (3)
This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided.
Prerequisite: 101. Restriction: admitted to the ECME program. (Fall)

402. Teaching Reading and Writing. (3)
This advanced course is designed to prepare early childhood professionals to understand and to teach. This course

Symbols, page 653.
focuses on reading as a complex, interactive, constructive process.
Prerequisite: 202. Corequisite: 402L. Restriction: admitted to the
ECME program. {Spring}

402L. Teaching Reading and Writing Practicum. (1)
This advanced practicum provides opportunities for students to
apply knowledge gained from ECME 402 in kindergarten
through 3rd grade classrooms. This 1 credit-hour practicum
requires 30 supervised contact hours.
Prerequisite: 202. Corequisite: 402. Restriction: admitted to the
ECME program. {Spring}

404. Infants and Toddlers in Early Childhood Programs. (7)
An integrated interdisciplinary block focusing on working with
children birth to three. Includes infant development, family
interaction, developmentally and culturally appropriate prac-
tice, technology, and assessment/evaluation.
Corequisite: 404L.

404L. Infant and Toddler Practicum. (2)
A laboratory to be taken as a corequisite to 404. Applies
knowledge and concepts from 404 related to care and early
education in programs for children birth to three years.
Offered on a CR/NC basis only.
Corequisite: 404.

414. Pre-Primary Children in Early Childhood Programs. (7)
An integrated interdisciplinary block focusing on working with
children aged three to five. Includes childhood development,
family interaction, developmentally and culturally appropriate
practice, technology and assessment/evaluation.
Corequisite: 414L.

414L. Pre-Primary Practicum. (2)
A laboratory to be taken as a corequisite to 414. Applies
knowledge and concepts from 414 related to care and early
education in programs for children aged three to five. Offered
on a CR/NC basis only.
Corequisite: 414.

417. Methods and Materials for the Early Primary
Grades. (3)
This advanced course focuses on developmentally appropri-
ate content, learning environments, and curriculum imple-
mentation for children in K-3rd-grade emphasizing integration of
content areas and development of rich learning environ-
ments for early primary grades.
Prerequisite: 317 and 317L. Pre- or corequisite: 402 and
402L. Corequisite: 417L. Restriction: admitted to the ECME
program. {Spring}

417L. Methods and Materials for the Early Primary
Grades Practicum. (2)
This advanced practicum provides opportunities for students to
develop, implement, and evaluate developmentally appro-
priate and integrated learning experiences for children in
K-3rd grade. This 2 credit-hour practicum requires 60 super-
vised contact hours.
Prerequisite: 317 and 317L. Pre- or corequisite: 402 and
402L. Corequisite: 417L. Restriction: admitted to the ECME
program. {Spring}

424. Primary Children in Early Childhood Programs. (7)
An integrated interdisciplinary block focusing on working with
children aged five to eight. Includes child development,
family interaction, developmentally and culturally appropriate
practice, technology and assessment/evaluation.
Corequisite: 424L.

424L. Primary Practicum. (2)
A laboratory to be taken as a corequisite to 424. Applies
knowledge and concepts from 424 related to care and edu-
cational programs for children aged five to eight. Offered on
a CR/NC basis only.
Corequisite: 424.
M.A. in Educational Leadership

All applicants for admission into the M.A. program in Educational Leadership must meet the requirements set forth in the preceding College section of this catalog and in the sections on graduate studies at the University of New Mexico. The M.A. in Educational Leadership can be pursued through one of three concentrations, each of which requires 15 hours in the Core Domains, as described below. In addition to University requirements for graduation, students must successfully complete a leadership project and exit assessment.

School Leadership toward Administrative Licensure Concentration

Intended for future school building leaders, this concentration provides a set of standards-based core courses aligned with state administrative competencies. Applicants must hold a valid Level II or Level III New Mexico teaching license. Applicants admitted in Spring 2008, must hold a Level III teaching license at the time they intend to participate in the internship. Students with a Level II license may complete the M.A. concentration and subsequently enroll in an Ed.S. Internship Experience option (see below) to complete state licensure requirements.

Required Core Domain Courses

- LEAD 501 Educational Leadership in a Democratic Society 3
- LEAD 503 Data Driven Decision-Making 3
- LEAD 521 School Finance & Resource Management 3
- LEAD 560 Instructional Leadership & Development 3
- LEAD 561 Legal Issues for School Leaders 3

Additional Required LEAD Courses: 9

LEAD coursework, including either

- 6 hours of LEAD 596: Administrative Internship for those holding a Level III teaching license and one 3 credit LEAD course.

- or -

- 3 hours of LEAD 594: Practicum for those entering in or after summer 2008 and holding a level II teaching license, and
- two 3 credit LEAD courses.

Support Area Electives

- Selected in consultation with advisor 12
- Total Credit Hours 36

Instructional Leadership Concentration

This concentration is intended for educators desirous of career paths that focus on leadership for curricular and instructional improvement: curriculum directors, instructional coaches, or program coordinators, for example.

Required Core Domain Courses

- LEAD 501: Educational Leadership in a Democratic Society 3
- LEAD 503: Data Driven Decision-Making (or approved alternate research course) 3
- LEAD 509: Schools as Organizations 3
- LEAD 510: School-Community Relations 3
- LEAD 519: Curriculum Planning for School Leaders 3

Additional Required LEAD Courses

- LEAD coursework, including 6 hours of LEAD 594 and one 3 credit LEAD course.

Support Area Electives

- Selected in consultation with advisor 12
- Total Credit Hours 36

Leadership for Community and Organizational Learning Concentration

Educators who want to pursue leadership positions outside of a PK-12 venue, such as higher educational institutions and community groups, can enroll in this program concentration,
Advanced Study: Leadership for Community and Organizational Learning

Required Core Domain Courses
LEAD 503: Data Driven Decision-Making (or approved alternate research course) 3
LEAD 505: Visionary Leadership for Learning 3
LEAD 509: Schools as Organizations 3
LEAD 517: Communication for Educational Leaders 3
LEAD 529: The Adult Learner 3

Additional Required LEAD Courses
6 hours of LEAD 594 and one, 3 credit LEAD course

Support Area Electives
Selected in consultation with advisor 6
Total Credit Hours 30

Advancement: Administrative Licensure

The Administrative Licensure concentration is a 24-hour program designed to support students in fulfilling state requirements for administrative licensure. Applicants must hold a valid Level II or Level III New Mexico teaching license. Applicants admitted after Spring 2008, must hold a valid Level III New Mexico teaching license at the time they intend to participate in the required Internship.

Required Core Domain Courses
LEAD 501: Educational Leadership in a Democratic Society 3
LEAD 503: Data Driven Decision-Making 3
LEAD 521: School Finance & Resource Management 3
LEAD 560: Instructional Leadership & Development 3
LEAD 561: Legal Issues for School Leaders 3

Additional Required EdLead Courses
6 hours of LEAD 596: Administrative Internship and one, 3 credit LEAD course

Total Credit Hours 24

Ed.D. in Educational Leadership

All applicants for admission into the doctoral program in Educational Leadership must meet the requirements set forth in the preceding College section of this catalog and in the sections on graduate studies at the University of New Mexico. Generally, minimum requirements for admission include experience as an educational leader, evidence of strong academic potential, ability to work cooperatively in a community of learners, and a letter of agreement regarding summer and academic year study. In addition, applicants must hold a masters degree and submit GRE General Test scores for consideration.

The Ed.D. in Educational Leadership is designed for active, high-achieving educators seeking to develop a more profound understanding of leadership for learning and transformation. The program employs a modified cohort model, with groups of students entering every summer and sharing a core of coursework. Members contribute to and benefit from an emergent community of learners. Cohorts commit to three summers of full-time study in July. For the fall and spring terms of 2007-2008, cohorts will meet five intensive Friday-Sunday weekends each term. Beginning in fall of
2008, cohorts will have the option to pursue elective classes outside the core of Educational Leadership classes required for the doctorate. The range of courses students can select from are offered in evening and weekend formats (largely on Saturdays), in online and hybrid formats, and as field-based experiences. Contact the Program office for additional information.

In addition to University requirements for graduation, students must successfully pass comprehensive exams and complete and defend a dissertation, which may be oriented towards practitioner research.

**Required Courses**
- LEAD 601 Perspectives on Leadership (3)
- LEAD 603 Introduction to Data Analysis for Organizational Leaders (3)
- LEAD 605 Qualitative Research in Education (3)
- LEAD 609 Quantitative Methods for Analyzing and Transforming Organizations (3)
- LEAD 610 Organizational Change: Theory and Process (3)
- LEAD 611 Community Learning as Leadership (3)
- LEAD 634 Education, Politics, and Policy (3)
- LEAD 650 Leader as Researcher (3)

**Elective Courses**
- LEAD 607, 613, or approved alternate research course (3)
- LEAD elective at the 600 level (3)
- 12 hours of approved, related 500 or 600-level elective courses (12)

**Total hours of electives required:** 30

**Support Area**
- Applied/transfer credit of complementary earned graduate credit (24)

**Dissertation**
- LEAD 699: Dissertation (18)

**Total Credit Hours**
- 90

## Minors in Educational Leadership

Three Educational Leadership minors exist: School Leadership toward Administrative Licensure*, Instructional Leadership, and Leadership for Organizational and Community Learning. To qualify for a transcripted minor, the student must successfully complete, with a cumulative GPA of 3.3 or better and a minimum grade of B in each class, the 15 hours of Core Domain courses associated with the minor. These are set out in the corresponding concentration in the **M.A. in Educational Leadership** section above.

*Note: Completion of a minor in School Leadership toward Administrative Licensure does not constitute administrative licensure. Administrative licensure is awarded through the NM Public Education Department (PED). In addition to meeting coursework and internship requirements, an individual must hold a New Mexico level III teaching license for one year prior to applying for New Mexico Administrative Licensure.

### Educational Leadership (LEAD)

**501. Educational Leadership in a Democratic Society.** (3)

- Designed to help organizational leaders understand how schools have both limited and expanded educational opportunity and what leaders can do to organize educational institutions for democratic life.

**503. Data-Driven Decision Making.** (3)

- Development of instructional programs, human resources, and organizational improvements should be grounded in data, both qualitative and quantitative. Explores conceptual and practical approaches to analyzing data to improve schooling.

**505. Visionary Leadership for Learning.** (3)

- This course explores in depth the idea that leadership is vision-based and that effective visions are developed jointly, communicated widely, support shared learning, and ultimately drive what gets done in the organization of community.

**509. Schools as Organizations.** (3)

- This course, designed as an introduction to the concepts, theories and processes of organizational theory and organizational behavior, will provide prospective education leaders with a better understanding of the way organizations operate.

**510. School-Community Relations.** (3)

- Students will learn and practice communication skills; become familiar with mechanisms for school-community interactions; identify various groups within and outside the school that play a part in educational decision making and program implementation.

**512. Public Education in New Mexico.** (3)

- This course provides an overview of the economic, social, historical, political, legal and financial aspects of public education in New Mexico.

**517. Communication for Education Leaders.** (3)

- This course explores both internal and external communication issues experienced in educational organizations. Emphasis will be placed upon what makes successful and productive communication from both theoretical and practical perspectives.

**519. Curriculum Planning for School Leaders.** (3)

- This course will assist school leaders in understanding instructional leadership, curriculum development and implementation, and continuous student growth. The course will focus on curricular trends, issues, and leadership strategies.

**520. The School Principalship.** (3)

- This course focuses upon the school as a complex organization and the role of the principal within that organization. It examines the various roles played by the principal, with particular emphasis placed on school leadership.

**521. School Finance and Resource Management.** (3)

- This course is designed to provide future school leaders with basic understanding of the workings of the educational funding system and to provide a framework for effective fiscal and staffing decisions at the school level.

**522. School Business Management.** (3)

- Course designed to explore school management at the building, district and state levels. Students examine the role and setting of school business management and focus on the budget-making process of school districts and the State.

**528. Leading Improvement in Low Performing Schools.** (3)

- This course will provide future school leaders with an understanding of school community leadership and continuous student growth in communities characterized by diverse language, culture, and socio-economic levels.

**529. The Adult Learner.** (3)

- (Also offered as OLIT 561.) Examines the teaching and learning transaction with adults. Specific attention is on adult life stage development, relevant learning theories and approaches, and learning style issues of cross-cultural populations.

**530. Leadership for Conflict Resolution in Schools and Organizations.** (3)

- (Also offered as HED 530) This course addresses current theories, strategies and practices in conflict resolution for educational and organizational leaders. Topics such as bullying, peer mediation programs, and restorative justice are covered.

**532. Current Educational Problems.** (3)

- Current and/or controversial issues in education reform and leadership.
534. Policy Issues in Education. (3)
(Also offered as POLS 534.) This course focuses on current research and debates on critical policy areas relating to PK-12 education. The class examines the role of key decision-makers, ideologies, and implementation constraints in policy conflict resolution.

550. Culturally Responsive Leadership for Equity and Social Justice. (3)
This course will focus on the struggle for educational equity and social justice, how this struggle has been interpreted and understood, and how leaders can help educational institutions and communities promote equity and justice.

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

561. Legal Issues for School Leaders. (3)
This course explores how laws, including constitutional and statutory requirements, affect educational leadership. Focusing on concepts behind legal cases, the course examines how leaders can improve educational provision to address underlying legal concerns.

571. State and Federal Educational Leadership. (3)
This course examines strategies and techniques for obtaining and managing state and federal education funds. Federal, state, and local perspectives on educational federalism are studied. Case studies are emphasized.

581. Seminar in Educational Leadership. (3, no limit) ∆
Topics vary from term to term, but are all critically important for educational administrators. They include but are not limited to: organizational development, leader behavior, teaching and learning, ethics, technology, and educational policy.
Restriction: permission of instructor.

591. Problems. (1-3 to a maximum of 6) ∆
Problems study is offered on demand only and with the permission of the instructor. Check with the chairperson of the Department for details.
Restriction: permission of instructor.

592. Workshop in Educational Leadership. (1 to a maximum of 5) ∆

593. Topics. (1-4, no limit) ∆

594. Practicum. (1-6 to a maximum of 6) ∆
A required field experience for students in Educational Leadership programs who are not seeking state administrative licensure. Arranged with advisor and program faculty.

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

596. Administrative Internship. (1-6 to a maximum of 12) [3-6 to a maximum of 12] ∆
The administrative internship provides field-based experiences to develop the skills, knowledge, and practices identified in the New Mexico Administrator Competencies. Students must meet program requirements for entry into the internship.

598. Directed Readings in Educational Leadership. (3-6 to a maximum of 6) ∆
Restriction: permission of instructor.

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

601. Perspectives on Leadership. (3)
A doctoral seminar focusing on leading theories of educational, organizational, and community leadership, emphasizing transformational leadership and other forms of leadership that stress collaboration and shared decision making.

603. Introduction to Data Analysis for Organizational Leaders. (3)
A doctoral seminar introducing the rudiments of quantitative inquiry with emphasis on methods that leaders can apply immediately to organizational issues. Content taught cooperatively to enhance opportunities for community building.

605. Qualitative Research in Education. (3)
(Also offered as LLSS 605.) A doctoral seminar focusing on qualitative research methods, including problem definition, data collection and analysis and increasing the trustworthiness of one’s findings. A research study is required.
Prerequisite: LLSS 523 or EDPY 511. Restriction: admitted to Ed.D. cohort.

607. Analyzing Qualitative Data. (3)
This doctoral seminar helps students increase their understanding and skills in analyzing qualitative data. It is assumed that prior to entering this seminar, the students have collected data on which to focus their analyses.
Prerequisite: 605 or LLSS 605.

609. Quantitative Methods for Analyzing and Transforming Organizations. (3)
A doctoral seminar focusing on how quantitative data can be used to understand organizational needs and to drive organizational decision making.

610. Organizational Change: Theory and Processes. (3)
Designed to help students better understand the change processes by studying various change models. Focuses on the “what” and “how” surrounding change as well as the decision making processes that impact change in institutions.

611. Community Learning as Leadership. (3)
A doctoral seminar focusing on what leaders can do to model learning, to jointly create the conditions to support individual and community learning, and to use what is learned to drive transformation.

613. Mixed Research Methods for Transformational Leaders. (3)
A doctoral seminar introducing the reasoning and decision making processes that influence how to select the data collection and analysis methods that are appropriate to meet organizational needs.

615. Leadership and Group Dynamics. (3)
Explores the workings of groups in various learning environments and what makes a well-functioning educational group, committee, or team. Focus on importance of group dynamics as an imperative part of adult learning and training.

620. Democracy, Ethics, and Social Justice in Transformational Leadership. (3)
Using the work of leading theorists and activists on democracy, diversity, and dialogue, this seminar examines pressing educational issues. Focus on educational goals and purposes, including analysis and articulation of our own visions for education.

629. Seminar for Practicing School Administrators. (1-6 to a maximum of 6) ∆
Exploration of important issues facing practicing school leaders. Includes organizational analysis, facilities management, budgeting, educational assessment, evaluation of staff and strengthening ties to families and the local community.

634. Education, Politics, and Policy. (3)
A doctoral seminar focusing on shaping educational policy, how leaders can influence the policy making process and how policies are applied to meet educational and community needs.

635. Legal and Fiscal Underpinnings of Educational Equity. (3)
A doctoral seminar examining the intersections of law, finance, and social equity. Explores landmark cases, historical shifts in fiscal provision of education, and trends in the pursuit of educational equity.
640. Leadership Synthesis. (3)
A doctoral seminar providing students with an opportunity to review, critically assess, and synthesize the most current literature on leadership. An extensive literature review is required.
Restriction: permission of instructor.

650. Leader as Researcher. (3)
A doctoral seminar synthesizing how leaders use inquiry to influence decisions. Papers framing a research problem and justifying the methods to be used in researching a problem are required.
Restriction: permission of instructor.

692. Workshop in Educational Leadership. (1-6 to a maximum of 6) ∆
Co-constructed by students and faculty, workshops are responsive to the most current and pressing educational issues facing educational leaders. May be repeated to a maximum of 6 credits for students enrolled in a doctoral program.
Restriction: permission of instructor.

693. Topics in Educational Leadership. (1-4, to a maximum of 18) ∆
Topics vary.
Restriction: doctoral students only.

695. Advanced Field Experiences in Educational Leadership. (1-6 to a maximum of 6) ∆
Restriction: permission of instructor.

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

698. Directed Readings in Educational Leadership. (3-6 to a maximum of 12) ∆
Restriction: permission of instructor.

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

EDUCATIONAL LINGUISTICS

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http://www.unm.edu/~edling/

Linguistics Faculty
(See listing under Linguistics in the Arts and Sciences section of this catalog.)

Educational Linguistics Faculty
Emerita
Vera John-Steiner, Ph.D., University of Chicago

Professors
Melissa Axelrod, Ph.D., University of Colorado, Boulder
Phyllis Perrin Wilcox, Ph.D., University of New Mexico
Sherman Wilcox, Ph.D., University of New Mexico

Associate Professors
Rebecca Blum-Martinez, Ph.D., University of California
Larry Corbet, Ph.D., University of California, San Diego
Holbrook Mahn, Ph.D., University of New Mexico
Kathryn Manuelito, Ph.D., Arizona State University
Lois Meyer, Ph.D., University of California
Jill Morford, Ph.D., University of Chicago
Janel Patterson, Ph.D., University of New Mexico
Lucretia Pence, Ph.D., University of Pittsburgh
Barbara Rodriguez, Ph.D., University of Washington
Caroline Smith, Ph.D., Yale University

Julia Scherba de Valenzuela, Ph.D., University of Colorado at Boulder
Barbara Shaffer, Ph.D., University of New Mexico
Caroline Smith, Ph.D., Yale University
Catherine Travis, Ph.D., La Trobe University, Melbourne, Australia

Assistance Professors
Christine Sims, Ph.D., University of California, Berkeley

Graduate Program
Graduate Advisor Contact and Student Information
Contact: Mary Gurule
Hokona Hall, Room 142, (505) 277-5282

Application materials and degree program information is available at:
http://www.unm.edu/preview/na_grad.html

Graduate Application link for domestic applicants: http://www.unm.edu/~edling

Degree Offered
Ph.D. in Educational Linguistics

Application Deadline
December 1

The department of Language, Literacy and Sociocultural Studies (LLSS) in the College of Education and the Department of Linguistics in the College of Arts and Sciences at the University of New Mexico offer an interdisciplinary program leading to the Ph.D. in Educational Linguistics. Educational Linguistics at UNM is an interdisciplinary program made up of faculty from across the university who share an understanding of the influence of communities and educational contexts on language learning. The program supports a variety of interrelated interests, such as language maintenance and language revitalization, language policy and planning, bilingualism, and issues of assessment. Communities and languages of the Southwest and signed languages are of particular interest.

Entrance Requirements:
M.S. or M.A. in Education, Linguistics or complementary field.

Exit Requirements:
72 hours of course work beyond B.A., plus 18 dissertation hours

Required Core:
LING 504, LING 502 or 503, LING 522, LING 523, LING 531, LING 567, plus 6 hrs. of LING seminar hrs. from specified list.
24 hours in COE (including LLSS 640 and LLSS 645) selected with advisor
24 hours from LING, ED and related fields selected with advisor
18 dissertation hours

EDUCATIONAL MEDIA/LIBRARY SCIENCE

Don Zancanella, Department Chairperson
Department of Language, Literacy and Sociocultural Studies, Educational Media/Libray Science
Hokona Hall 140
MSC05 3040
1 University of New Mexico
Albuquerque, New Mexico 87131-0001
(505) 277-0437

Contact: Mary Gurule
Graduate Advisor Contact and Student Information

Graduate Application link for domestic applicants: http://www.unm.edu/~edling

Degree Offered
Ph.D. in Educational Linguistics

Application Deadline
December 1

The department of Language, Literacy and Sociocultural Studies (LLSS) in the College of Education and the Department of Linguistics in the College of Arts and Sciences at the University of New Mexico offer an interdisciplinary program leading to the Ph.D. in Educational Linguistics. Educational Linguistics at UNM is an interdisciplinary program made up of faculty from across the university who share an understanding of the influence of communities and educational contexts on language learning. The program supports a variety of interrelated interests, such as language maintenance and language revitalization, language policy and planning, bilingualism, and issues of assessment. Communities and languages of the Southwest and signed languages are of particular interest.

Entrance Requirements:
M.S. or M.A. in Education, Linguistics or complementary field.

Exit Requirements:
72 hours of course work beyond B.A., plus 18 dissertation hours

Required Core:
LING 504, LING 502 or 503, LING 522, LING 523, LING 531, LING 567, plus 6 hrs. of LING seminar hrs. from specified list.
24 hours in COE (including LLSS 640 and LLSS 645) selected with advisor
24 hours from LING, ED and related fields selected with advisor
18 dissertation hours
Minor
(Teaching Field Endorsement)
The College of Education offers a 24-hour planned program in Library Science as an undergraduate minor or as a teaching field endorsement for those students who hold a Bachelor’s degree and an existing or future New Mexico teaching license. Completion of the 24 hours provides the student eligibility to apply to the New Mexico Education Department (PED) at 300 Don Gaspar Street, Santa Fe, NM 87501-2796 (505-827-6587) for this endorsement or for a teaching license. Contact Leslie Chamberlin at (505) 277-7260 for information.

Student Information Contact
Contact College Advisement Center, Hokona Hall, the Department of Language, Literacy and Sociocultural Studies, or Leslie Chamberlin in Tireman Library for information.

Educational Media/Library Science (EMLS)

391. Problems. (1-3 to a maximum of 20) ∆
Restriction: permission of instructor.

424./524. Fundamentals of Library Science. (3)
Study of the organization of book and non-book collections, facilities including design and services in the library and media center. Emphasis on principles of management as applied to libraries including planning, decision-making, organization and human resources.

425./525. Reference and Bibliography. (3)
Study of materials and methods for locating information in general works, encyclopedias, dictionaries, indexes, biographical works, media guides and other major tools in subject fields.

427./527. Classification and Cataloging. (3)
Study of the purpose, history, theory and principles of classification, cataloging and general arrangement of books and other media. Practical application of the Dewey Decimal classification and Sears List of Subject Headings to both book and nonbook materials.

437./537. Library Collection Development. (3)
Study of the principles of selection and evaluation for developing collections of print and nonprint materials; includes acquisition policies, criteria, tools for selection and book repairs.

451./551. Books and Related Materials for Young Adults. (3)
A survey of books and related materials for middle and high school age students. Emphasis on adolescent reading and the use of literature in the school curriculum.

457./557. Government Documents. (3)
Introduction to U.S. Federal, State and International government publications, the acquisition, organization and reference service of government publications and the field of government document librarianship.

560./460. Organization and Administration of Media Centers. (3)
Study of the organization and management of media centers, facility design, and services related to the production and distribution of materials and equipment.

570./470. Automation in Libraries. (3)
To instruct teacher librarians in the basics of computer technology, circulation systems, databases and on-line internet searching.

525./425. Reference and Bibliography. (3)
A survey of the characteristics of library users and their information needs on all levels; objectives of information services, techniques in information negotiation and search strategy; and basic information sources. Includes practical experience in the use of basic reference sources.

527./427. Classification and Cataloging. (3)
Principles of classification and cataloging on standard systems including automation applications.

537./437. Library Collection Development. (3)
Study of the principles of selection and evaluation for developing collections of print and nonprint materials; includes acquisition policies, criteria, tools for selection and book repairs.

551./451. Books and Related Materials for Young Adults. (3)
A survey of books and related materials for middle and high school age students. Emphasis on adolescent reading and the use of literature in the school curriculum.

557./457. Government Documents. (3)
Introduction to U.S. Federal, State and International government publications, the acquisition, organization and reference service of government publications and the field of government document librarianship.

EDUCATIONAL PSYCHOLOGY

Deborah Rifenburg, Department Chairperson
Department of Individual, Family and Community Education
Educational Psychology
Simpson Hall
MSC05 3040
1 University of New Mexico
Albuquerque, New Mexico 87131–0001
(505) 277-4535

Associate Professors
Jan Armstrong, Ph.D., University of Minnesota
Terry Flowerday, Ph.D., University of Nebraska
Roxana Moreno, Ph.D., J.D., University of California, Santa Barbara
Jay Parkes, Ph.D., Pennsylvania State University

Assistant Professors
Scott C. Marley, Ph.D., M.PH., University of Arizona
James P. Seig, Ph.D., University of Kansas

Professors Emeriti
Mary B. Harris, Ph.D., Stanford University
Candace G. Schau, Ph.D., Iowa State University
Andrea Vierra, Ph.D., University of New Mexico

Affiliated Faculty
Peter Winograd, Ph.D., University of Illinois

Student Information Contact
Cynthia Salas, Simpson Hall, (505) 277-4535.

Introduction
The program provides graduate degrees that emphasize learning and cognition, research methodology and statistics, assessment, evaluation and human development applied to
Graduate Programs

Graduate Advisor
All students are assigned an initial advisor. Later, students may select a new advisor in collaboration with faculty.

Priority Application Deadlines
M.A. and Ph.D.:  
- Fall semester: February 15  
- Spring semester: October 15

The Priority Application Deadline is encouraged for best consideration; however, program faculty review applications throughout the year.

Degrees Offered

M.A. in Educational Psychology  
Ph.D. in Educational Psychology

Educational Psychology provides programs of study leading to the Master of Arts and the Doctor of Philosophy degrees. The program is designed to give students a broad and critical perspective on the psychological factors affecting individuals in schools, other educational settings and other learning situations throughout the life span. The program also emphasizes critical evaluation and application of research and theory based on a firm grounding in measurement, assessment, research methodology and quantitative methods.

A Masters of Arts degree in Educational Psychology is offered under both Plan I (30 credit hours required), and Plan II (33 credit hours required) as described in other sections of this catalog. All students in either Plan I or Plan II are required to take a core of 15 hours as follows:

M.A. Required Core Courses  
- Human Development  3 hrs
- EDPY 503 Principles of Human Development  3 hrs
- Learning and Cognition  3 hrs
- EDPY 510 Principles of Classroom Learning  3 hrs
- Research Design  3 hrs
- EDPY 500 Survey of Research Methods in Education  3 hrs
- EDPY 505 Conducting Quantitative Educational Research  3 hrs
- Measurement  3 hrs
- EDPY 572 Classroom Assessment  3 hrs
- EDPY 574 Introduction to Educational and Psychological Measurement  3 hrs

Statistics  3 hrs
- EDPY 502 Survey of Statistics in Education  3 hrs
- EDPY 511 Introductory Educational Statistics  3 hrs

The "or" selections are made in consultation with the student's advisor and Committee on Studies. Students who intend to go on to the Ph.D. should choose EDPY 505, 511, and 574. More advanced courses may also be substituted with permission.

The Doctor of Philosophy degree in Educational Psychology requires 90 total graduate credit hours. Of these, 24 hours are in a supportive area and 18 hours are dissertation units. The doctorate requires 36 hours of core courses in EDPY.

Ph.D. Required Core Courses
- EDPY 503 Principles of Human Development  3 hrs
- EDPY 505 Conducting Quantitative Educational Research  3 hrs
- EDPY 510 Principles of Classroom Learning  3 hrs

EDPY 511 Introductory Educational Statistics  3 hrs
EDPY 574 Introduction to Educational & Psychological Measurement  3 hrs
EDPY 603 Applied Statistical Design and Analysis  3 hrs
EDPY 604 Multiple Regression Techniques as Applied to Education  3 hrs
- or –
EDPY 606 Applied Multivariate Statistics  3 hrs
EDPY 610 Seminar in Classroom Learning  3 hrs
EDPY 613 Seminar in Human Growth and Development  3 hrs
EDPY 696 Internship  6 hrs of electives in EDPY  3 hrs

Minor

In addition to the M.A. and Ph.D. degrees, the program encourages students from other College of Education or University programs to participate in the program through a minor field of study. Two minors are offered: 1) Cognitive and Psychological Processes and 2) Quantitative Methods in Education. Both minors consist of a minimum of 24 credit hours of which no fewer than 18 hours are in Educational Psychology. Required core courses for the two minors are listed below:

Cognitive–Psychological Processes  
- EDPY 503 Principles of Human Development  3 hrs
- EDPY 510 Principles of Classroom Learning  3 hrs
- EDPY 610 Seminar in Classroom Learning  3 hrs
- EDPY 613 Seminar in Human Growth and Development  3 hrs

Quantitative Methods in Education  
- EDPY 505 Conducting Quantitative Educational Research  3 hrs
- EDPY 511 Introductory Educational Statistics  3 hrs
- EDPY 574 Introduction to Educational & Psychological Measurement  3 hrs
- EDPY 603 Applied Statistical Design and Analysis  3 hrs
- EDPY 604 Multiple Regression Techniques as Applied to Education  3 hrs
- or –
- EDPY 606 Applied Multivariate Statistics  3 hrs

All students interested in Educational Psychology offerings are encouraged to contact the program for further information on courses and application procedures. Students may also focus on Educational Psychology as a supporting area of study. Students interested in pursuing formal minors or supporting areas of studies should seek advisement early in their programs of studies from Educational Psychology faculty.

Educational Psychology (EDPY)

303. Human Growth and Development. (3)  
Principles of human growth and development across the life span and implications for education.

310. Learning and the Classroom. (3)  
The basic principles of learning, particularly cognition, motivation and assessment, and their application to classroom situations.

391/591. Problems. (1-3, no limit) A

472/572. Classroom Assessment. (3)  
Provides educators with skills in assessment and knowledge of issues in measurement and assessment. Skills necessary to understand and communicate large-scale test information are also developed.

500. Survey of Research Methods in Education. (3)  
Overview of quantitative and qualitative research methods for research consumers. Emphasis is on locating published research and reading research reports with critical understanding of researchers’ methods of data collection and analysis.

502. Survey of Statistics in Education. (3)  
Non-technical overview of statistical methods in educational research; computation is not covered. Emphasis on developing critical understanding of statistical methods and results.
503. Principles of Human Development. (3) Principles of human growth and development, which include cognitive, psychosocial and physical development across the life span, with a particular focus on educational implications.

504. Statistical Software Applications for Education Research. (1-3) Provides open lab, practicum-style opportunity to learn SPSS® for Windows. First five weeks (1 unit) cover introduction, orientation and basics. Remainder covers other techniques (1–2 credits) by arrangement with instructor. Prerequisite: 511. Restriction: permission of instructor.

505. Conducting Quantitative Educational Research. (3) Provides students with skills for designing quantitative educational research, including identifying a problem, reviewing literature, formulating hypotheses, considering ethical issues, selecting participants, selecting or constructing measures, making valid inferences, writing reports.

510. Principles of Classroom Learning. (3) Research and theory in learning, particularly cognition, motivation and assessment, with emphasis on educational implications.


513. Aging and Education. (3) Characteristics of the aging process and theories about aging which have special relevance for educators dealing with adults.

515. Survey and Questionnaire Design and Analysis. (3) Covers survey research from item writing and survey development to sampling, administration, analysis and reporting. Emphasizes applications and interpretations in educational and social science research and use and interpretation of statistical software for survey research. Prerequisite: 511.

520. Motivation Theory and Practice. (3) The course promotes understanding of current theories and research in motivation with an emphasis on applications in educational settings. Strategies for establishing motivation-rich environments will be developed.

524. Computers in the Educational Process. (3) Students will be introduced to several ways computers may be used in educational settings. Also programming in BASIC. Restriction: permission of instructor.

565. Seminar in Thought and Language. (3) (Also offered as LING, PSY 565.)

572/472. Classroom Assessment. (3) Provides educators with skills in assessment and knowledge of issues in measurement and assessment. Skills necessary to understand and communicate large-scale test information are also developed.

574. Introduction to Educational and Psychological Measurement. (3 to a maximum of 6) A survey of classical and modern approaches to measurement and assessment as applied to education and psychology. Includes measurement and scaling, reliability and validity, traditional and alternative assessment methods. Prerequisite: 511.

586. Psychological Development of Women. (3) Prerequisite: an introductory course in the psychology of personality. An introductory course in women studies is recommended but not essential. Prerequisite: PSY 331.

591/391. Problems. (1-3 to a maximum of 18)

593. Topics. (1, no limit)

595. Advanced Field Experiences. (3-6 to a maximum of 12) Prerequisite: acceptance into a graduate program and permission of instructor.

598. Directed Readings. (3-6 to a maximum of 6)

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

603. Applied Statistical Design and Analysis. (3) Includes factorial analysis of variance (ANOVA), planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs. Emphasis on solving applied problems using statistical analysis with computer software. Prerequisite: 511.

604. Multiple Regression Techniques as Applied to Education. (3 to a maximum of 6) Includes bivariate regression, multiple regression with continuous and categorical independent variables and interactions, orthogonal and nonorthogonal designs and selected post hoc analyses. Computer analysis, conceptual understanding and applications to educational research are stressed. Prerequisite: 603.


607. Structural Equation Modeling. (3) Theory, application, interpretation of Structural Equation Modeling (SEM) techniques. Includes covariance structures, path diagrams, path analysis, model identification, estimation and testing; confirmatory factor analysis, structural equation modeling and linear structural relations using latent variables. Prerequisite: 604 or 606.

610. Seminar in Classroom Learning. (3 to a maximum of 6) An examination of selected research and theory on learning and cognition in specific domains with emphasis on application to classrooms or other learning situations.

613. Seminar in Human Growth and Development. (3 to a maximum of 6) Examination of selected topics in research and theory relevant to human growth and development, including implications for instruction and child rearing. May be repeated once for credit when topics differ.

645. Advanced Seminar in Educational Psychology. (3 to a maximum of 12) Seminar introduces students to current research topics and professional issues in Educational Psychology.

650. Dissertation Seminar. (1-3 to a maximum of 6) Offered on a CR/NC basis only.

651. Advanced Seminar in Quantitative Educational Research. (1-3 to a maximum of 6) Seminar introduces advanced students to current research designs and controversies, statistical analysis techniques and computer applications. Prerequisite: 603.
674. Advanced Educational and Psychological Measurement. (3) Topics and issues in measurement, including generalizability theory, item response theory, differential item functioning, test development, bias, and fairness. Prerequisite: 574 and 603. Co-requisite: 604.

696. Internship. (3-6 to a maximum of 12) A Offered on a CR/NC basis only.

698. Directed Readings. (3-6 to a maximum of 12) A

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

EXERCISE SCIENCE

Gloria Napper-Owen, Department Chairperson
Department of Health, Exercise and Sports Science
Exercise Science, Johnson Center 1155
MSC04 2610
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-8173

See Professional Physical Education in this alphabetical listing of areas of study in the college.

FAMILY STUDIES

Deborah Rifenbary, Department Chairperson
Department of Individual, Family and Community Education
Family Studies, Simpson Hall
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-4535

Professor
Virginia C. Shipman, Ph.D., University of Pittsburgh

Associate Professors
Ziaarat Hosain, Ph.D., Syracuse University
Pamela Olson, Ph.D., Oregon State University

Professors Emeritae
Estella A. Martinez, Ph.D., Michigan State University
Mary Smith, Ph.D., Colorado State University
Pauline Turner, Ph.D., University of Texas

Contact
Program information and application for admission: Family Studies Program, College of Education Advisement Center, Hokona Hall, 277-3190, and Family Studies Program office at Simpson Hall, 277-4535.

Mission

The mission of the Family Studies program is to prepare students for participation in a complex and challenging society by working in arenas that endeavor to enhance individual and family strengths. Strengthening families and their individual members facilitates the development of a life-long learning environment. Programs are designed to provide a solid foundation in human development, interpersonal relations, family relations and family resource management that recognizes the dynamic interactions of theory, research and relevant practices. Family Studies is an interdisciplinary and multidisciplinary field, exemplifying effective practice and scholarly inquiry that are sensitive and responsive to issues of cultural diversity. Consistent with the mission of the College of Education, Family Studies addresses critical education issues within the contexts of families and communities in both the educational and social services environments. The scholarly work of the program extends to the community through collaboration with families, schools, health and social service agencies, businesses, public policy agendas and government entities. Faculty and students strive to be responsive to the evolving needs of external constituencies.

Focus

Family Studies programs (undergraduate through doctoral levels) have focused on learning, relationships and roles across the developments—from conception to death. Programs prepare students to affect the optimal well-being of families and individuals, recognizing that characteristics and needs of families change across the lifespan and within the contexts of multiple environments. Families provide children’s first learning environments, which impact children’s education and learning through life. Families are also the primary transmitters of values from one generation to the next and the major providers of human services for family and child development. Thus, Family Studies occupies a unique position and critical role in the College of Education.

 Majors and Degrees

Family Studies, B.S.
Human Development and Family Relations, B.S.

Family Studies, B.A.

* Students from Arts and Sciences can earn a B.A. degree in Family Studies. See College of Fine Arts for specific program requirements.

Students wishing to apply for the Certified Family Life Educator designation of the National Council on Family Relations refer to the NCFR web site. For details on requirements and application, see http://www.ncfr.org. Note that a course in human sexuality is required.

Minors

Family Studies
Human Development and Family Relations

Contact the Family Studies Program, Simpson Hall, for more information and specific requirements.

Major: Family Studies (B.S.)

Curriculum

Family Studies Core (21 credits)
FS 213 Marriage and Family Relationships 3
FS 281 Introduction to Family Studies 3
FS 312 Parent/Child Interactions 3
FS 343 Family Management Theories 3
FS 395 Field Experience I 3
FS 481 Families and Public Policy 3
FS 484 Ethnic Minority Families 3

Family Relations (6 credits)
FS 310 Friends and Intimate Relations 3
FS 313 Family Theories and Contemporary Lifestyles 3
FS 384 Familias de Nuevo México 3
FS 411 Marriage and Family Life Education 3
FS 412 Fathering 3

Family Resource Management (9 credits)
FS 443 Application of Family Management Theories 3
Plus 6 credits from the following:
FS 341 Ecological Aspects of Housing 3
FS 344 Consumer Decisions 3
FS 444 Family Finance 3

Human Development (6 credits)
FS 202 Infant Growth and Development 3
FS 304 Growth and Development in Middle Childhood 3
FS 315 Adolescent Development in the Family 3
FS 403 Growth and Development of the Preschool Child 3
FS 416 Adult Development in the Family 3

Symbols, page 653.
Students may count up to 6 hours of FS 391 towards program requirements.

**General Education Requirements (46–47 hours)**

- **ENGL 101** 3
- **ENGL 102** 3
- **PSY 105** 3
- **SOC 101** or ANTH 130 3
- **BIOL 110** and/or BIOL 112L 4
- **ECON 105** 3
- **STAT 145** 3
- **NUTR 120** or 244 3

Possible Multicultural Electives: See Advisor
- ANTH 130 Cultures of the World
- ANTH 238 Cultures of the Southwest
- PSY 374 Cross-Cultural Psychology
- SOC 216 Dynamics of Prejudice
- SOC 308 Sociology of Gender
- SOC 326 Sociology of New Mexico

Core:
- Humanities (two courses) 6
- Physical or Natural Science 3/4
- Fine Arts 3
- Second Language 3

Core Choices:
- Physical or Natural Science: ANTH 150 and 151L; ASTR101; CHEM 111L, (121 and 123L) or 131L, (122 and 124L) or 132L; EPS101 and 105L, 201L; ENVS 101; GEOG 101 or 105L; NTSC 261L, 262L, 263L; PHYC 102–102L, 151–151L, 152–152L, 160–160L, 161–161L.
- Humanities: AMST 186, CLST 107, 204, 205; COMP 223, 224; ENGL 150, 292, 293; HIST 101L, 102L, 161L, 162L, PHIL 101, 201, 202; RLST 107; UHON 121, 122.
- Fine Arts: ARTH 101, 201, 202; DANC 105; MA 210; MUS 139, 140; THEA 122.
- Second Language: MLNG 101; one course chosen from any of the lower-division non-English language offerings of the Departments of Linguistics, Spanish and Portuguese, and Foreign Languages and Literatures.

In addition, the student must complete unrestricted electives for a minimum total of 128 credit hours. Consult the program faculty for specific courses. The student must complete 40 hours above 300.

**Suggested Minor for FS Students (18–21 credits)**

- Anthropology
- Economics
- Communication and Journalism
- Psychology
- Sociology

Note: See minor department for specific requirements and/or information. Also, be advised that minor is not a requirement for the College of Education students majoring in Family Studies. A student without a minor must complete a total of 54 hours (instead of 45) in Family Studies.

**Curriculum for Family Studies Minor**

A minor in Family Studies consists of a total of 21 hours, 12 of which are core courses for majors. These courses are:
- FS 213 Marriage and Family Relationships 3
- FS 312 Parent-Child Interactions 3
- FS 343 Family Management Theories 3
- FS 484 Ethnic Minority Families 3

A minimum of 9 additional hours distributed among the following is required:

1. Family Resource Management (6), for example: 341, 344, 443
2. Human Development/Family Relations (3), for example: 202, 313, 403, 411, 412, 416

Nine hours must be numbered above 300. Grades of C or better are required in all Family Studies courses used to meet this requirement. This is a non-teaching minor. If the courses are required in both the major and the minor, an equivalent number of approved hours shall be added to the total hour requirement.

In addition, the student must complete unrestricted electives for minimum total of 128 credit hours. Consult the program faculty for specific courses. The student must complete 40 hours above 300.

This minor is available for majors in all departments with approval from major advisors.

**Major: Human Development and Family Relations (B.S.)**

**Curriculum**

**Major Requirements (45 hours)**

**Family Studies Core (21 credits)**
- FS 281 Introduction to Family Studies 3
- FS 213 Marriage and Family Relationships 3
- FS 312 Parent/Child Interactions 3
- FS 343 Family Management Theories 3
- FS 395 Field Experience I 3
- FS 481 Families and Public Policy 3
- FS 484 Ethnic Minority Families 3

**Family Relations (9 credits)**
- FS 310 Friends and Intimate Relationships 3
- FS 313 Family Theories and Contemporary Lifestyles 3
- FS 411 Marriage and Family Life Education 3
- FS 412 Fathering 3

**Human Development (12 credits)**

(Choose from the following courses)
- FS 202 Infant Growth & Development 3
- FS 207 Infant Laboratory 1
- FS 304 Growth and Development in Middle Childhood 3
- FS 315 Adolescent Development in Family 3
- FS 403 Growth and Development of the Preschool Child 3
- FS 407 Preschool Child Laboratory 1
- FS 416 Adult Development in the Family 3

**Family Resource Management (3 credits)**

(Choose from the following courses)
- FS 341 Ecological Aspects of Housing 3
- FS 344 Consumer Decisions 3
- FS 443 Application of Family Management Theories 3
- FS 444 Family Finance 3

**General Education Requirements (61–62 hours)**

**ENGL 101** 3
- **ENGL 102** 3
- **PSY 105** 3
- **SOC 101** 3
- **ANTH 130** 3
- **BIOL 110 and 112L** 4
- **ECON 105** 3
- **STAT 145** 3
- **NUTR 120 or 244** 3
- Possible Multicultural Electives (see advisor) 3

**ANTH 130 Cultures of the World**
- **ANTH 238 Cultures of the Southwest**

**HIST 260 History of New Mexico**
- **PSY 374 Cross-Cultural Psychology**
- **SOC 216 The Dynamics of Prejudice**
- **SOC 308 Sociology of Gender**
- **SOC 326 Sociology of New Mexico**
- Additional 9 hours from ANTH, PSY and/or SOC 9

**Core:**
- Writing and Speaking 3
- Physical or Natural Science 3/4
- Humanities (two courses) 6

Symbols, page 653.
In addition, the student must complete unrestricted elec-

Second Language: MLNG 101; one course chosen from any

Humanities: AMST 186, CLST 107, 204, 205; COMP 223,

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later in collaboration with faculty.

All students are assigned an initial advisor upon acceptance

Graduate Advisor

into the program with the option of selecting a new advisor

majors who have an overall GPA of at least 3.20. Students

The Departmental Honors program is open to Family Studies

Departmental Honors

The Departmental Honors program is open to Family Studies

Student Information Contact

Writing and Speaking: ENGL 220; CJ 130; PHIL 156.

Core Choices:

Writing and Speaking: ENGL 220; CJ 130; PHIL 156.

Core Choices:

Physical and Natural Sciences: ANTH 150 and 151L, ASTR

Psychology

Anthropology

Sociology


Suggested Minor for HDFS students

Core Choices:

Suggested Minor for HDFS students

Anthropology

Psychology

Sociology

Special Education

Note: See minor department for specific requirements and/or information. Also, be advised that minor is not a requirement for the College of Education students majoring in Human Development and Family Relations. A student without a minor must complete a total of 54 hours (instead of 45) in the Program.

Curriculum for Family Studies Minor in Human Development and Family Relations

A minor in Human Development and Family Relations consists of a total of 21 hours, 4 of which are required as core courses. These core courses are:

FS 213 Marriage and Family Relationships

FS 312 Parent-Child Interactions

FS 343 Family Management Theories

FS 484 Ethnic Minority Families

Select 6 hours in Human Development (FS 202/207L, 304, 315, 403/407L, 416) and 3 hours in Family Relations (FS 310, 313, 411, 412).

This minor is available for majors in all departments with approval from major advisors.

Departmental Honors

The Departmental Honors program is open to Family Studies majors who have an overall GPA of at least 3.20. Students must seek advisement from a faculty member willing to serve as mentor for the honors courses and research. An Honors thesis is written during the student’s final semester. Required courses are FS 497, 498, and 499. These courses are in addition to those required for the major.

Graduate Program

Graduate Advisor

All students are assigned an initial advisor upon acceptance into the program with the option of selecting a new advisor later in collaboration with faculty.

Degrees Offered

Graduate programs are designed to prepare students for a variety of career opportunities, including family specialists and others concerned with supporting families as educators and learners. Employment opportunities are available in schools, universities, community agencies, business and industry, and many other settings where work is directed toward education, prevention, support and research with individuals and families.

The graduate unit offers work leading to a Master of Arts degree in Family Studies and a doctorate (Ph.D.) in Family Studies. All M.A. students must fulfill the general admission requirements and the Plan I (with thesis) or Plan II (without thesis) requirements set forth earlier in this catalog. M.A. students who plan to acquire research skills or to pursue a doctorate are encouraged to follow Plan I. A Master’s degree is prerequisite to application for the doctoral program. Students applying for the doctoral program are required to provide the results of performance on the GRE taken within the past five years. The M.A. in Family Studies may be pursued in one of these concentrations:

- Family Life Education*
- Family Relations;
- Human Development in Families.

Contact the graduate unit office for more information about specific requirements for all programs.

* Students wishing to apply for the Certified Family Life Educator designation of the National Council on Family Relations refer to the NCFR web site. For details on requirements and application http://www.ncfr.org.

Master’s Degree and Degree Concentrations*

All M.A. students must fulfill the general admission requirements and the Plan I or Plan II requirements set forth in the preceding College of Education section in this catalog and in the sections on graduate studies at the University of New Mexico. The Master’s in Family Studies may be pursued in one of the three following concentrations: Family Life Education, Human Development in Families or Family Relations. Students completing the Master’s degree with a concentration in Family Life Education will be eligible to apply for the Certified Family Life Educator (CFLE) certificate from the National Council on Family Relations. Instructions and more information may be obtained from the Program Office in Simpson Hall.

The Master’s in Family Studies offers flexibility in developing a program of studies to meet the interests of the student. Applicants are expected to have completed 18 hours of social and/or behavioral science courses (e.g., anthropology, family studies, psychology, sociology) prior to admission. Additional information and the required application form are available from the graduate unit office. Acceptance into the Master’s program is based upon ratings of several factors, including scholarship, academic background (especially in the social/behavioral sciences), work experience, letters of recommendation, a personal statement and multicultural
experience. Prospective students must first apply for admission to the Office of Graduate Studies.

* The requirements for the Master’s degree in Family Studies consist of 42 semester hours.

### Concentration: Family Life Education

**Program Core:** (24)
- **FS 500** Family Studies Professional Seminar 1,1
  - Taken twice for a total of 2 credits.
  - (Taken first enrolled fall and in spring concurrently with FS 571.)
- **FS 503** Seminar in Human Growth and Development 3
- **FS 517** Family Interaction Theories 3
- **FS 543** Managing Family Resources 3
- **FS 570** Research Methods in Family Studies 3
- **FS 571** Application of Family Research 1
- **FS 581** Seminar: Legal, Ethical and Policy Issues in Family Studies 3
- **FS 584** Multicultural Issues: Working with Families 3
- **EDPY 511** Introductory Educational Statistics 3
- **Other Required Family Studies Courses:** (9)
  - **FS 411** Family Life Education 3
  - **FS 501** Parent Education 3
  - **FS Elective** 3

**Other:** (9)
- Elective outside the program 3
- **Plan I (Thesis Option)**
  - **FS 599** Thesis 6
- **Plan II (without thesis)**
  - **FS 595** Advanced Field Experience 3
  - Elective outside the program 3

**Total Required Hours** 42

Note: For a student to be eligible for CLFE they also must complete HED 212 or PSY 231.

### Concentration: Family Relations

Students completing the Master’s degree with a concentration in Family Relations will be prepared to work in various Family Relations settings following graduation. Instructions and more information may be obtained from the Program Office in Simpson Hall.

**Program Core:** (24)
- **FS 500** Professional Seminar in Family Studies 1,1
  - Taken twice for a total of 2 credits.
  - (Taken first enrolled fall and in the spring concurrently with FS 571.)
- **FS 503** Seminar in Human Growth and Development 3
- **FS 517** Family Interaction Theories 3
- **FS 543** Managing Family Resources 3
- **FS 570** Research Methods in Family Studies 3
- **FS 571** Application of Family Research 1
- **FS 581** Seminar: Legal, Ethical and Policy Issues in Family Studies 3
- **FS 584** Multicultural Issues: Working with Families 3
- **FS 581** Seminar: Legal, Ethical and Policy Issues in Family Studies 3
- **FS 570** Research Methods in Family Studies 3
- **FS 543** Managing Family Resources 3
- **FS 570** Research Methods in Family Studies 3
- **FS 571** Application of Family Research 1
- **FS 581** Seminar: Legal, Ethical and Policy Issues in Family Studies 3
- **FS 584** Multicultural Issues: Working with Families 3
- **EDPY 511** Introductory Educational Statistics 3
- **Other Required Family Studies Courses:** (9)
  - **FS 411** Family Life Education 3
  - **FS 501** Parent Education 3
  - **FS Elective** 3

**Other:** (9)
- Elective outside the program 3
- **Plan I (Thesis Option)**
  - **FS 599** Thesis 6
- **Plan II (without thesis)**
  - **FS 595** Advanced Field Experience 3
  - Elective outside the program 3

**Total Required Hours** 42

### Master’s Degree Minor in Family Studies

Family Studies provides a valuable supplement to a number of degree programs and professions. The following minor program comprises a set of required courses from core offerings in theories of human development, family interaction and management of resources and electives from other graduate-level Family Studies offerings to meet individual needs.

**Curriculum for Family Studies Minor**
A minor in Family Studies at the Master’s level consists of a total of 12 hours, 6 of which are to be selected from those courses required of all program majors. These include **FS 503** (3), **FS 517** (3), **FS 543** (3) and **FS 584** (3). In addition, with an advisor, the student selects another 6 hours of graduate-level Family Studies courses for a total of 12 hours.

### Ph.D. in Family Studies

The conceptual framework for the Ph.D. in Family Studies is based on the link between the principles of ecology and systems theory with the study of families. The current interdisciplinary perspective assumes that family dynamics can best be understood within the multiple contexts in which they occur.

With the exception of a 12-hour doctoral core, students plan an individualized program with their Committee on Studies that focuses on the area of Family Studies and which may include courses in the graduate unit as well as from other units. To be eligible for the doctoral core courses (advanced seminars in theories, research and legal, ethical and policy issues in Family Studies and Internship), students will be expected to have had graduate courses (Family Studies Master’s Core courses) or their equivalents in human growth and development, family interaction, managing family
resources, multicultural issues in working with families and children, introductory statistics and a course in research methods. In addition, students must have 24 credit hours in a secondary discipline and complete 15 hours to meet the inquiry skills requirement. All of these components are outlined in the Family Studies Ph.D. Program of Studies.

**Family Studies Doctoral Core Curriculum** 12
- FS 581 Seminar: Legal, Ethical, and Policy Issues in Family Studies 3
- FS 670 Advanced Seminar in Theory and Research in Family Studies I 3
- FS 671 Advanced Seminar in Theory and Research in Family Studies II 3
- FS 696 Internship 3

* To be eligible for the doctoral core courses, students will be expected to have completed or be currently enrolled in Family Studies graduate courses or their equivalent in:
  - FS 503 Seminar in Human Growth and Development 3
  - FS 517 Family Interaction Theories 3
  - FS 543 Managing Family Resources 3
  - FS 570 Research Methods in Family Studies 3
  - FS 584 Multicultural Issues: Working with Families 3
  - EDPY 511 Introductory Educational Statistics 3

**Additional Major Requirements** 15
- Each student, with his/her Committee on Studies, selects 15 additional credits, 9 of which must be in Family Studies.

**Other Requirements:**
- Minor* 24
- Inquiry Skills 15
- EDPY 603 Applied Statistical Design and Analysis 3
- EDPY 604 Multiple Regression Techniques as Applied to Education 3
- EDPY 606 Applied Multivariate Statistics 1–3

**Note:** Family Studies students need to take EDPY 606 for 3 credit hours.

**Additional credits to be determined by the student’s Committee on Studies** 6

**Dissertation** (minimum) 18

**Total Required Hours** 84

*Contact minor department for specific requirements and/or information.

**Family Studies (FS)**

**202. Infant Growth and Development.** (3)
Basic needs and growth factors of the child with emphasis on the prenatal period, infancy and through the second year.

**207L. Infant Laboratory.** (1)
Observation of infants, 2 hours per week. Required to be taken concurrently with 202 by FS Human Development and Family Relations (HDFR) majors; may be elected by other FS majors and non-majors, with 202 as a corequisite.

**213. Marriage and Family Relationships.** (3)
Overview of significant research and theories in premarital, marital and family relationships.

**281. Introduction to Family Studies.** (3)
An introduction to the profession of Family Studies including content areas, community agencies and career opportunities.

**304. Growth and Development in Middle Childhood.** (3)
Principles of growth and development for 6 to 11-year-olds in language, cognitive, physical, motor, social and emotional areas. Influences on development included.

**310. Friends and Intimate Relationships.** (3)
Survey of the research concerning friends and intimate relationships. Focus on the dynamic characteristics of friendship and other intimate relationships.

**312. Parent-Child Interactions.** (3)
Dynamic interactions of parents and children throughout the life cycle in diverse family configurations.

**313. Family Theories and Contemporary Lifestyles.** (3)
Family theories, conceptual frameworks and research relevant to current family lifestyles including single parents, remarried, same sex, cohabitants.
Prerequisite: 213.

**315. Adolescent Development in the Family.** (3)
Developmental interaction and communication patterns of adolescents within a family setting.

**341. Ecological Aspects of Housing.** (3)
Variations in housing structures and the impact of housing on family functioning.

**343. Family Management Theories.** (3)
Comparison of current theories of family management.
Restriction: major in program or permission of instructor.

**344. Consumer Decisions.** (3)
Role of the family member as a consumer and exploration of the resources available for purchase decisions.

**384. Familias de Nuevo México.** (3)
(Also offered as CHMS 384.) Taught in English. Families of Hispanic, Indo-Hispano, Mexican American and Mexicanan heritage originating and/or currently residing in New Mexico are studied from a family-ecological-system perspective. Family and child development topics across the life span are included.

**391/591. Problems.** (1-6 to a maximum of 6) [1-3 to a maximum of 3] ∆

**395. Field Experience I.** (1-6 to a maximum of 6) ∆
Combines 120 hours of practical experience in agency or institutional setting with class seminar. Students apply and integrate knowledge and skills for working with or on behalf of individuals and/or families.
Restriction: permission of instructor.

**403. Growth and Development of the Preschool Child.** (3)
Developmental principles and recent research on language, cognitive, physical-motor and social-emotional development of the preschool child.
Corequisite: 407L. Restriction: junior or senior standing.

**407L. Preschool Child Laboratory.** (1)
Laboratory experience in child care center; must be taken concurrently with 403. Includes participation or observation/participation. Hours arranged.
Pre- or corequisite: 403.

**411. Marriage and Family Life Education.** (3)
Philosophies and processes of family life education programs (FLE).

**412. Fathering.** (3)
This course will examine fathers’ role in child development across cultural groups. Conceptualization of fathering and the relationship between cultural beliefs and fathering behaviors will be explored.

**416. Adult Development in the Family.** (3)
Examination of the biological, psychological and sociocultural aspects of adult development and aging and their dynamic interactions within the context of diverse family structures and lifestyles. Implications for prevention and intervention strategies discussed.

**443. Application of Family Management Theories.** (3)
Discussion of working with family members to identify and help meet family demands with an emphasis on family resource use. Includes 40 hours in a field setting.
Prerequisite: 543.

**444. Family Finance.** (3)
Financial decisions of families throughout the life cycle.

**481. Families and Public Policy.** (3)
Synthesis of issues in Family Studies with emphasis on the formulation and impact of public policies.
Restriction: major in program or permission of instructor.

Symbols, page 653.
493./593. Topics. (1-3, no limit) Δ

495. Field Experience II. (1-6 to a maximum of 6) Δ
Continuation of 495 with increased responsibilities/expectations for students.
Restriction: permission of instructor.

497. Reading and Research in Honors I. (2)
Advanced studies and research under the supervision of a faculty mentor.
Restriction: permission of instructor.

498. Reading and Research in Honors II. (2)
Advanced studies and research under the supervision of a faculty mentor.
Prerequisite: 497. Restriction: permission of instructor.

499. Honors Thesis. (2)
Prerequisite: 498. Restriction: permission of instructor.

500. Family Studies Professional Seminar. (1 to a maximum of 2) Δ
This seminar is the introduction into the Family Studies graduate program. To be taken the first fall enrolled in the Family Studies program and concurrently with FS 571. Offered on a CR/NC basis only.
Corequisite: 571.

501. Parent Education. (3)
Focus on philosophy of parent education, including content, processes, procedures, techniques and resources. Implications of child development principles from infancy through adolescence for parenting will be examined.

502. Developmental Issues in Families: Early Childhood. (3)
Addresses developmental issues in families with children from birth through age 8, including all aspects of development in children, with developmental implications for family members, based on contemporary research.
Prerequisite: a course in human development, early childhood or developmental psychology.

503. Seminar in Human Growth and Development. (3)
Theories and research relevant to human growth and development across the life span, including implications for education, child rearing and counseling.

504. Developmental Issues in Families: Middle Childhood and Adolescence. (3)
Physical, affective, social and language/cognitive development in middle childhood and adolescence. Ecological and relational influences will be emphasized, including school, gender, social class, family and peer relationships. [Offered in rotation with two other developmental courses.]

508. Developmental Issues in Families: Adulthood and Aging. (3)
Current issues concerning the biological, psychological and sociocultural aspects of adult development and aging within the contexts of diverse family structures and lifestyles will be examined through the study of the relevant research literature. [Offered in rotation with 502 and 504.]

512. Working with Children and Families. (3)
Focus on similarities and differences in working with families, depending upon differences in client, practitioner, problem and setting characteristics.
Restriction: permission of instructor.
Health Education/School Health and Community Health Mission Statement

The Health Education program offers courses of study to prepare Health Education and Health Promotion specialists at the undergraduate and graduate levels. Students are prepared to assume Health Education positions in schools, community, and public health agencies, and in health care and worksite settings. The national guidelines delineating the Roles and Responsibilities of Health Education Specialists serve as the basis for the course of studies at the undergraduate and graduate levels. In addition, special attention is given to preparing students to work within multi-cultural, multi-ethnic communities in ways that respect and support the healthy development of families and individuals within those communities.

Major and Degree

Health Education: Bachelor of Science in Education (B.S.Ed.)

Undergraduate Program

Twenty-six hours of course work completed, 2.5 GPA.
Contact Advisement Center, Hokona Hall 277-5121

Two concentrations are available to students majoring in Health Education; both lead to a Bachelor of Science in Education. The program prepares students to meet the competencies of the roles and responsibilities of the entry-level Health Educator. Concentration One, School Health Education, which leads to eligibility to apply for teacher licensure and prepares the student to teach health in middle and secondary schools. Concentration Two, Community Health Education, is a non-teaching concentration which provides students with a broad-based introduction to community and public health and prepares them for professional practice in community health agencies, clinical settings and the work place. Both concentrations also prepare students for graduate studies in Health Education at the University of New Mexico or any of the many schools of public health in the United States. In addition, a minor in School Health Education is available. Screening by Health Education faculty is a prerequisite to entering either concentration.

NOTE: Student’s course work must include the University of New Mexico core requirements and at least 40 hours of upper division (300 –level and above) credits.

Undergraduate Program

School Health Education–Concentration 1

State Board of Education licensure regulations are subject to periodic change. Contact the College Advisement Center or program advisor for specific requirements for eligibility for licensure and/or endorsement. See preceding section on Licensure for application for license (K–12).

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 164L</td>
<td>3</td>
</tr>
<tr>
<td>HED 171</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 123/124L</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>4</td>
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<tr>
<td>Soc &amp; Behav Sci</td>
<td>select from UNM Core Curriculum</td>
</tr>
<tr>
<td>HIST 101L</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elect</td>
<td>select from UNM Core Curriculum</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>6</td>
</tr>
<tr>
<td>HIST 101L –or– 102L</td>
<td>Western Civilization</td>
</tr>
</tbody>
</table>

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### Minor Study Requirements

A minor in School Health Education consists of 26 of the following credit hours and must be approved by a faculty advisor. Students seeking teaching certification must consult with an Academic Advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 481</td>
<td>Pre-student Teaching in Community Health Specialization</td>
<td>3</td>
</tr>
<tr>
<td>HED 482</td>
<td>Introduction to Health Education and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>HED 483</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>HED 484</td>
<td>Health Promotion in Multicultural Setting</td>
<td>3</td>
</tr>
<tr>
<td>HED 485</td>
<td>Strategies for Prevention of Substance Use</td>
<td>3</td>
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<tr>
<td>HED 495</td>
<td>Field Experience</td>
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</table>

### Concentration 2

<table>
<thead>
<tr>
<th>Community Health Education</th>
<th>Concentration 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 171</td>
<td>Introduction to Community Health Specialization</td>
</tr>
<tr>
<td>HED 164L</td>
<td>Standard First Aid</td>
</tr>
<tr>
<td>HED 172</td>
<td>Foundations of Human Sexuality</td>
</tr>
<tr>
<td>HED 173</td>
<td>Emotional Health and Interpersonal Relationships</td>
</tr>
<tr>
<td>HED 174</td>
<td>Health Promotion</td>
</tr>
<tr>
<td>HED 175</td>
<td>Introduction to Community Health Specialization</td>
</tr>
<tr>
<td>HED 176</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
<tr>
<td>HED 177</td>
<td>Strategies for Prevention of Substance Use</td>
</tr>
<tr>
<td>HED 178</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
</tr>
<tr>
<td>HED 179</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
<tr>
<td>HED 180</td>
<td>Strategies for Prevention of Substance Use</td>
</tr>
<tr>
<td>HED 181</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
</tr>
<tr>
<td>HED 182</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
<tr>
<td>HED 183</td>
<td>Strategies for Prevention of Substance Use</td>
</tr>
<tr>
<td>HED 184</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
</tr>
<tr>
<td>HED 185</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
<tr>
<td>HED 186</td>
<td>Strategies for Prevention of Substance Use</td>
</tr>
<tr>
<td>HED 187</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
</tr>
<tr>
<td>HED 188</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
<tr>
<td>HED 189</td>
<td>Strategies for Prevention of Substance Use</td>
</tr>
<tr>
<td>HED 190</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
</tr>
<tr>
<td>HED 191</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
<tr>
<td>HED 192</td>
<td>Strategies for Prevention of Substance Use</td>
</tr>
<tr>
<td>HED 193</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
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<tr>
<td>HED 194</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
<tr>
<td>HED 195</td>
<td>Strategies for Prevention of Substance Use</td>
</tr>
<tr>
<td>HED 196</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
</tr>
<tr>
<td>HED 197</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
<tr>
<td>HED 198</td>
<td>Strategies for Prevention of Substance Use</td>
</tr>
<tr>
<td>HED 199</td>
<td>Multicultural Health Beliefs and Instructional Materials</td>
</tr>
<tr>
<td>HED 200</td>
<td>Health Promotion in Multicultural Setting</td>
</tr>
</tbody>
</table>

The School Health Education Minor is as follows: HED 171, HED 172, HED 173, HED 174, HED 175, HED 176, HED 177, HED 178, HED 179, HED 180, HED 181, HED 182, HED 183, HED 184, HED 185, HED 186, HED 187, HED 188, HED 189, HED 190, HED 191, HED 192, HED 193, HED 194, HED 195, HED 196, HED 197, HED 198, HED 199, and HED 200.
The course of study prepares students to meet the competencies of the roles and responsibilities of the graduate-prepared Health Educator.

The Master of Science in Health Education is available under both Plan I (with thesis) and Plan II (without thesis), in accordance with regulations in the preceding part of the College section of this catalog and other sections pertaining to graduate study. The specific concentrations include:

School Health Education. This concentration provides preparation for graduate students wishing to teach or administer health education programs in a school setting. In addition to core courses, students will take support courses selected to meet the needs of each individual student. For students not currently certified to teach health education, the certification program may be taken concurrently.

Community Health Education. This concentration is designed to prepare professional community health educators. Emphasis is on preparing individuals for careers in health education and in the application of behavioral science and public health principles to health problems and health promotion; for administrative and consultant positions in agencies and institutions at local, state, and national levels; and for positions in program planning and evaluation. The program of study for the community health concentration includes a core of courses. The support courses are selected to meet the career goals and needs of each individual student.

State Licensure in Elementary or Secondary Education. Graduate students without an undergraduate teaching major or minor in health education can be certified by a planned program of study. This program consists of basic general education and professional education course work, plus core and support courses.

Community Health Education Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 511</td>
<td>Introduction to Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HED 506</td>
<td>Health Behavior Theory</td>
<td>3</td>
</tr>
<tr>
<td>HED 507</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>HED 511</td>
<td>Administration Aspects of Sch/Com Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 571</td>
<td>Advanced Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 572</td>
<td>Program Planning in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HED 574</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HED 582</td>
<td>Health Promotion in Multicultural Settings</td>
<td>3</td>
</tr>
<tr>
<td>HED 595</td>
<td>Field Experience</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

Students will complete the 36 hour program with approved electives.

Plan 1: Thesis

Required course work, 21 hours; approved elective course work, 9 hours; thesis, 6 hours (defense of thesis required).

Total program: 36 hours

Plan 2: Non-Thesis (Passing Comprehensive Examination Required)

Required course work, 21 hours, approved elective course work, 15 hours.

Total program: 36 hours

Deadlines for Application

<table>
<thead>
<tr>
<th>Priority Deadline</th>
<th>Final Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester:</td>
<td>June 15</td>
</tr>
<tr>
<td>Spring semester:</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer session:</td>
<td>April 1</td>
</tr>
</tbody>
</table>

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.

Health Education (HED)

164L. Standard First Aid. (1-3 to maximum of 3) △

Preparation in knowledge and skills to meet the needs in situations when basic first aid care is needed. Students eligible for Standard First Aid Certification and CPR Certificate.

171. Personal Health Management. (3)

Exploration of the major areas of health information pertinent to understanding how to achieve, maintain and promote positive health. Topics covered include mental health, drugs, human sexuality, prevention and control of diseases, nutrition, consumer health and ecology.

209. Education for AIDS Prevention. (1)

This course is designed to familiarize students about the HIV/AIDS epidemic with HIV/AIDS awareness including: basic information, prevention, history, compassion, legal issues, testing and societal implications.

212. Fundamentals of Human Sexuality. (3)

Basic knowledge about human sexuality including anatomical, physiological, psycho-social and ethical components. Reproduction, contraception, sexually transmitted disease, sexual health and sexual dysfunctions are among areas examined.

247. Consumer Health. (1)

Preparation in knowledge and skills related to consumers of health products and services.

260. Foundations of Health Promotion. (3)

For those considering becoming health majors or minors in school health or community health. Exploration of the basic philosophy and fundamental practices currently utilized in health education.

293. Topics. (1-3, no limit) △

306. Conflict Mediation. (1)

The course will cover methods of resolving conflict situations and methods of preventing conflict. Students will learn to design educational strategies that can be implemented as part of a classroom curriculum.

310. Injury Prevention. (1)

The course content will include specific strategies for preventing unintentional injuries in young children. Students will examine specific principles for the development of new strategies that will address unintentional injuries.

321. Violence Prevention. (1)

The course will examine strategies that have been successful in preventing violence. Students will examine the literature to understand the principles to use in the development of strategies for the prevention of violence.
333. Emotional Health and Interpersonal Relationships. (3)
Course will examine a psychological framework that is the cause of a dysfunctional lifestyle and create a psychological framework that can result in the improvement in the quality of living.

345. Professional Applications in Health Education. (1-3)
This course exposes school and community health education majors to topics appropriate for the development and enhancement of professional competencies. Restriction: HED majors only.

362. Introduction to Health Behavior Theory. (2)
This course will provide an understanding of theoretical principles of various health behavior theories that explain the adoption of health-compromising and health-promoting behaviors.

391./591. Problems. (1-3 to a maximum of 18) ∆
Restriction: permission of health education faculty member.

445. Strategies for Prevention of Substance Use. (1)
Examines basic principles for the development of effective strategies for substance use prevention programs for youth. Evidence of principles used in successful programs from research literature will be provided.

451./551. Teaching Strategies and Curriculum for Health Education. (2)
Students will learn the principles for the development of effective teaching methods and for the development, implementation and evaluation of Health Education prevention/promotion curriculum.

471. Introduction to Community Health. (3)
New developments in research in major health problems, the ecology of local, national and world health problems. A basic foundation in the history of public health, principles in environmental health and control of disease in communities.

473. Health Issues in Death and Dying. (3)
An introduction to content in the area of death and dying: the dying process, grief, types and alternatives to funerals, out-of-body experiences, types of death and community resources available for support.

477./577. Stress Management. (3)

481. Pre-Student Teaching. (2)
Students will be provided the experience to observe and to assist in the everyday responsibilities of the classroom health educator. This experience will help prepare them for their student teaching experience. Restriction: permission of instructor.

482. Introduction to Health Education and Multicultural Health Beliefs. (3)
Course provides an overview of the health beliefs of people in NM with an emphasis towards Latino/Hispanics, Native Americans, African Americans, Asians and Anglos. Examines health behavior as influenced by health beliefs and practices.

487./587. Physical Activity and Aging. (3)
(Also offered as PEP 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.

489. Student Teaching in the Secondary Schools. (8)
Prerequisite: 481. Restriction: permission of instructor.

492./592. Workshop. (1-4 to a maximum of 13) ∆

493./593. Topics. (1-3, no limit) ∆

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

506. Health Behavior. (3)
This course explores multiple theories and models and their application in the development of health promotion programs to support change within individuals, families and communities.

507. Research Design in HPER. (3)
(Also offered as PEP 507.) Emphasizes an understanding of different research designs, their level of sophistication and their application from both a theoretical and practical point of view.

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

511. Administrative Aspects of School and Community Health. (3)
Provides students with administrative skills such as leadership style, communication techniques, problem solving, motivational strategies, budgeting, goal setting, evaluation, etc. as they pertain to school/community health education positions.

530. Conflict Resolution. (3)
This course addresses current theories, strategies and practices in conflict resolution for educational and organizational leaders. Topics such as bullying, peer mediation programs, and restorative justice are covered.

545. Advanced Strategies for Prevention of Substance Use. (1)
Examines basic principles for the development of effective strategies for substance abuse prevention programs. In addition, it will explore national and international initiatives that reduce substance abuse and related health impacts.

551./451. Teaching Strategies and Curriculum for Health Education. (2)
Students will learn the principles for the development of effective teaching methods and for the development, implementation and evaluation of Health Education prevention/promotion curricula.

560. Perspectives in Community Health Education. (3)
Course examines the multifaceted components of community health in NM urban/rural communities. Provides an opportunity for critical dialogue with NM Communities and health professionals working with them to address health issues impacting them.

571. Advanced Community Health Education Research. (3)
An overview of community health, its role in public health and current trends in community-based research. Examines different methodologies for conducting academic and community-based research.

572. Community Health Education Program Planning, Development and Evaluation. (3)
Designed to provide the graduate student with competencies in program planning and evaluation. Principles of the PRECEDE model and grantmanship skills will be utilized to develop a mock proposal on a health-related topic. Prerequisite: graduate status in Health Education.

574. Epidemiological Principles for Health Educators. (3)
Designed to introduce students to statistics of diseases. Course surveys various research designs used in discovering and tracking diseases as they affect a human population.
576. Measurement and Evaluation in Health Promotion. (3)
   Designed to provide graduate students in Health Promotion
   and related fields: competencies in major measurement/evaluation
   systems in HP and HE.

577./477. Stress Management. (3)
   Explores multiple causes of stress and its resolutions.
   Emphasizes chief stressors of adults, self-responsibility for
   change, holistic approach, emotional/mental methods of
   stress reduction.

582. Health Promotion in Multicultural Settings. (3)
   Course focuses on conducting a critical analysis of health
   literature using various databases and social cultural frame-
   works for analyzing health issues as influenced by cultural
   health beliefs in conducting research with diverse and multi-
   cultural communities.

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

591./391. Problems. (1-3 to a maximum of 6) △
   Restriction: permission of Health Education faculty member.

592./492. Workshop. (1-4 to a maximum of 13) △

593./493. Topics. (1-3)

595. Advanced Field Experiences. (3-6 to a maximum
   of 12) △
   Restriction: acceptance in Health Education graduate pro-
   gram and permission of field work supervisor.

598. Directed Readings in Health Education. (3-6 to a
   maximum of 6) △
   Restriction: permission of instructor.

599. Master’s Thesis. (1-6, no limit) △
   Offered on a CR/NC basis only.

604. Research Seminar. (3)
   (Also offered as PEP 604.)
   Prerequisite: 507 and EDPY 511.

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

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

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LANGUAGE, LITERACY AND
SOCIOCULTURAL STUDIES

Dan Zancanella, Department Chairperson
College of Education
Department of Language, Literacy, and Sociocultural
Studies
Hokona Hall 140
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-0437

Professors
Rebecca Blum-Martinez, Ph.D., University of California, Berkeley
Richard Meyer, Ph.D., University of Arizona
Don Zancanella, Ph.D., University of Missouri-Columbia

Associate Professors
Ricky Lee Allen, Ph.D., University of California, Los Angeles
Greg Cajete, Ph.D., International College, William Lyon University
J. Anna Calhoon, Ph.D., Marquette University
Sylvia Céleodón-Pattichi, Ph.D., University of Texas at Austin

---

Halbrook Mahn, Ph.D., University of New Mexico
Kathryn Manueltiu, Ph.D., Arizona State University
Glenahab Martinez, Ph.D., University of Wisconsin
Lois Meyer, Ph.D., University of California, Los Angeles
Elizabeth Noll, Ph.D., University of Arizona
Leroy Ortiz, Ph.D., University of New Mexico
Lucretia (Penny) Pence, Ph.D., University of Pittsburgh
Eliseo Torres, Ph.D., Texas A&M University, Kingsville
Ruth Trinidad Galván, Ph.D., University of Utah

Assistant Professors
Tyrphenia Peele-Eady, Ph.D., Claremont Graduate University
Chris Sims, Ph.D., University of California, Berkeley
Yoo Kyung Sung, Ph.D., University of Arizona

Lecturers
Leslie Chamberlin, M.L.S., Rutgers University
Shannon Reierson, Ph.D., University of New Mexico
Elaine Daniels, M.A., Nati-Louis University

Research Professor
Denise Walten, Ph.D., University of New Mexico

Emeriti and Emerita
Luisa Duran, Ed.D., University of New Mexico
Mary Jiron (Belgarde), Ph.D., Stanford University
Vera John-Steiner, Ph.D., University of Chicago
William Kline, Ph.D., Stanford University
Ann Nielsen, Ph.D., University of New Mexico
Anita Pfeiffer, M.A., University of Arizona
Joseph Suina, Ed.D., University of New Mexico
Richard van Dongen, Ed.D., University of New Mexico

Student Information Contact
Contact Debra Schaffer, Hokona Hall 140, 505/277-0437,
schaffer@unm.edu, for information about application procedures.

Application Deadlines
M.A.: Spring semester: September 15
   Summer and Fall semester: February 1
   Ph.D.: Fall semester: December 1

Degrees Offered
M.A. in Language, Literacy and Sociocultural Studies
   Ph.D. in Language, Literacy and Sociocultural Studies

Language, Literacy and Sociocultural Studies offers pro-
grams leading to doctoral (Ph.D.) and master’s degrees (M.A.)
 focusing on language and literacy education and the social
and cultural study of educational institutions and practices.
The program offers a rigorous but flexible course of
studies that can be tailored to meet a wide range of
interests and needs. All students are expected to develop
a program of studies combining course work in language,
literacy and sociocultural studies with course work in related
disciplines in the College of Education and other colleges.
The program places special emphasis on helping students
develop research and inquiry skills needed for the advanced
study and analysis of education in its many social, cultural,
economic and political contexts.

Deadlines for the M.A. are September 15 for admittance for
Spring and February 1 for Summer and Fall semesters. M.A.
applications are reviewed after these deadlines. The deadline
for Ph.D. candidates is December 1, for the following fall
semester. Applicants to the doctoral program are reviewed
after December 1. Documents describing the programs and
guidelines for application are available upon request from the
department office. Applicants should review these documents
before applying for admission to the programs.

Master’s Degree
All M.A. students must fulfill the general admission require-
ments and the Plan I (with thesis) or Plan II (without thesis)
requirements set forth in the preceding part of the College
section of this catalog and in the sections on graduate

Symbols, page 653.
studies at the University of New Mexico. The master’s degree in Language, Literacy, and Sociocultural Studies may be pursued in one of the following concentrations: American Indian Education; Literacy/Language Arts; Bilingual Education; TESOL (Teaching English to Speakers of Other Languages); and Educational Thought and Sociocultural Studies. A core seminar (taken in the first year of the program) provides a set of foundational perspectives in language, literacy and sociocultural studies, and a six-hour research requirement encourages students to develop a range of inquiry skills, including the ability to connect research and practice. The purpose of the Master’s program is to contribute to the development of professionals in education and related fields.

American Indian Education Concentration

Program Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 500</td>
<td>Issues in Language/Literacy/Sociocultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>LLSS 590</td>
<td>Seminar</td>
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Research. Choose two from:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Research Applications to Education</td>
<td>6</td>
</tr>
<tr>
<td>LLSS 501</td>
<td>Practitioner Research</td>
<td></td>
</tr>
<tr>
<td>LLSS 502</td>
<td>Introduction to Qualitative Research</td>
<td></td>
</tr>
<tr>
<td>EDUC 502</td>
<td>Survey of Statistics in Education</td>
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Concentration American Indian Education. Choose three from:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LLSS 551</td>
<td>History of American Indian Education</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 554</td>
<td>Teaching the Native American Child</td>
<td></td>
</tr>
<tr>
<td>LLSS 564</td>
<td>Issues in American Indian Education</td>
<td></td>
</tr>
<tr>
<td>LLSS 583</td>
<td>Education Across Culture in the Southwest</td>
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</table>

Curriculum. Choose three from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LLSS 560</td>
<td>Language and Education in Southwest Native American Communities</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 570</td>
<td>Science and Native American Education</td>
<td></td>
</tr>
<tr>
<td>LING 515</td>
<td>Native American Languages</td>
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</tr>
<tr>
<td>ARTE 570</td>
<td>Art in Multicultural Education</td>
<td></td>
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</tbody>
</table>

Finally, in consultation with an advisor in the program, students will also select an additional 6 semester hours related to the program concentration.

Total Plan I 30 (30 + 6 thesis hrs.)

Plan II 36

Bilingual Education (Spanish and Indigenous Languages)

Admission requirement: 9 hours of college course work in a second language or fluency in a second language.

NOTE: This concentration includes Plan II only in order to meet very specific requirements of state endorsement.

Program Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>LLSS 500</td>
<td>Issues in Language/Literacy/Sociocultural Studies</td>
<td>6</td>
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<tr>
<td>LLSS 590</td>
<td>Seminar</td>
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Research

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<th>Hours</th>
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<tbody>
<tr>
<td>LLSS 503</td>
<td>Research in Bilingual Classrooms and Communities: Prerequisites LLSS 556 and 580</td>
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Choose remaining course from:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Research Applications to Education</td>
<td>6</td>
</tr>
<tr>
<td>LLSS 501</td>
<td>Practitioner Research</td>
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<tr>
<td>LLSS 502</td>
<td>Introduction to Qualitative Research</td>
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<tr>
<td>EDUC 502</td>
<td>Survey of Statistics in Education</td>
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Concentration

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<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>LLSS 556</td>
<td>First and Second Language Development</td>
<td></td>
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<tr>
<td></td>
<td>within Cultural Contexts (Required)</td>
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<tr>
<td></td>
<td>Prerequisite: Introductory Linguistics course.</td>
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Suggested Electives:

<table>
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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LLSS* 449</td>
<td>Teaching the Native Language to the Native Speaker</td>
<td></td>
</tr>
<tr>
<td>SPAN 547</td>
<td>Seminar in Southwest Spanish</td>
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</tr>
<tr>
<td>LLSS 558</td>
<td>Literacy Across Cultures</td>
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</tr>
<tr>
<td>LLSS 560</td>
<td>Language and Education in Southwest Native American Communities</td>
<td>4</td>
</tr>
<tr>
<td>LLSS 567</td>
<td>Home Literacy and Schooling</td>
<td></td>
</tr>
<tr>
<td>LLSS 579</td>
<td>The Teaching of Reading in the Bilingual Classroom. (La Ensenanza de la Lectura.)</td>
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Culture

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LLSS 583</td>
<td>Education Across Cultures in the Southwest</td>
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Suggested Electives:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LLSS* 446</td>
<td>Hispanic Folks for the Classroom (Folks en el Aula)</td>
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<tr>
<td>LLSS 560</td>
<td>Language and Education in Southwest Native American Communities</td>
<td>6</td>
</tr>
<tr>
<td>LLSS 566</td>
<td>Issues in Hispanic Education</td>
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</tbody>
</table>

Educational Thought & Sociocultural Studies Concentration (ETSS)

I. Core Requirement – Take During First Semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LLSS 500</td>
<td>Issues in Language/Literacy/Sociocultural Studies</td>
<td>3</td>
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</tbody>
</table>

II. Research Courses

Required Research Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Research Applications to Education</td>
<td>6</td>
</tr>
</tbody>
</table>

Elective Research Course, choose one from:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LLSS 501</td>
<td>Practitioner Research</td>
<td>6</td>
</tr>
<tr>
<td>LLSS 502</td>
<td>Introduction to Qualitative Research</td>
<td></td>
</tr>
<tr>
<td>EDUC 502</td>
<td>Survey of Statistics in Education</td>
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</table>

III. ETSS Concentration. Choose four from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LLSS 511</td>
<td>History of U.S. Education</td>
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<tr>
<td>LLSS 515</td>
<td>Philosophy of Education</td>
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<tr>
<td>LLSS 518</td>
<td>Educational Classics</td>
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<td>LLSS 519</td>
<td>Comparative Education</td>
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<tr>
<td>LLSS 521</td>
<td>Prosminar: Sociology of Education</td>
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<tr>
<td>LLSS 523</td>
<td>Education and Anthropology</td>
<td></td>
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<tr>
<td>LLSS 530</td>
<td>Whiteness Seminar</td>
<td></td>
</tr>
<tr>
<td>LLSS 587</td>
<td>Perspectives on Sex and Gender in Education</td>
<td>9</td>
</tr>
</tbody>
</table>

IV. Support Area Electives. Choose three from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Should consist of graduate level courses offered by LLSS or any other UNM department. Consult advisor.</td>
<td></td>
</tr>
</tbody>
</table>

Symbols, page 653.
V. Degree Completion Activity. Choose one from: 3-6
(Consult advisor)

Plan I – Thesis
LLSS 599: Master’s Thesis (6)
Completion of a Master’s thesis

Plan II – Non-Thesis. Choose one from:
A. Professional Paper
LLSS 599: Seminar (3)
Completion of a literature review or licensure dossier
B. Master’s Exam.
LLSS 598: Directed Readings (3-6)
Completion of a master’s exam

Total Credit Hours (I-V):
Plan I – Thesis 36
Plan II(A) – Professional Paper 33
Plan II(B) – Comprehensive Exam 33–36

Literacy/Language Arts Concentration
Program Core Requirements
LLSS 500  Issues in Language/Literacy/Sociocultural Studies 3
LLSS 590  Seminar 3

Research. Choose two from: 6
EDUC 500  Research Applications to Education
LLSS 501  Practitioner Research
LLSS 502  Introduction to Qualitative Research
EDPY 502  Survey of Statistics in Education

Concentration
LLSS 595  Advanced Field Experiences 3
LLSS 532  The Reading Process 3
Two additional courses focusing on second language learning and/or cultural diversity in education, selected with advisement. 6

Support area elective(s)
Plan I 3
Plan II 12
Total Plan I 33 (27 + 6 thesis hrs.)
Plan II 36

Social Studies
Program Core Requirements
LLSS 500  Issues in Language/Literacy/Sociocultural Studies 3
LLSS 590  Seminar 3

Research. Choose two from: 6
EDUC 500  Research Applications to Education
EDPY 511  Introductory Educational Statistics
LLSS 501  Practitioner Research
LLSS 502  Introduction to Qualitative Research

Sociocultural Concentration 6
Choose two from:
LLSS 511  History of U.S. Education
LLSS 515  Philosophy of Education
LLSS 516  Educational Classics
LLSS 521  Proseminar; Sociology of Education
LLSS 523  Education and Anthropology
LLSS 582  Curriculum Development in Multicultural Education
LLSS 583  Education Across Cultures in the Southwest
LLSS 587  Perspectives on Sex and Gender in Education

Social Studies Concentration 3
Choose one from:
LLSS 520  Seminar in Social Studies
LLSS 540  Instructional Trends in the Social Studies
LLSS 549  History Education
LLSS 550  Seminar in History Education

Supporting Curriculum/Instruction
Choose one from:
CMTE 516  Integrating Curriculum in the Classroom

LLSS 517  Reading Informational Books, an Instructional Strategy
LLSS 538  Teaching Reading through the Content Field
CMTE 542  Principles of Curriculum Development
LLSS 544  Children’s Literature
EMLS 551  Books and Related Materials for Young Adults

Supporting Area Electives
Plan I 9
Plan II 12
The support area should focus on some aspect(s) of social studies including content from the various disciplines. In consultation with a faculty advisor, students may select from the previous list of courses as well as courses from other departments in the College of Education and/or other Colleges within the University.

Total Plan I 30 (30 + 6 thesis hrs.)
Plan II 36

TESOL
Admission requirement: 9 hours of college course work in a second language or fluency in a second language.

NOTE: This concentration includes Plan II only in order to meet very specific requirements of state endorsement.

Program Core Requirements
LLSS 500  Issues in Language/Literacy/Sociocultural Studies 6
LLSS 590  Seminar

Research
LLSS 503  Research in Bilingual Classrooms and Communities. Prerequisite: LLSS 556 and LLSS 580

Concentration 24
Students must take a minimum of 24 hours from courses in the following areas. Courses which are required of all students are indicated. Electives must be selected in conjunction with their faculty advisor. A maximum of 6 hours of course work outside of the Department may be taken after consultation with the student’s faculty advisor.

Language and Literacy
LLSS 556  First and Second Language Development within Cultural Contexts (Required)
Prerequisite: Introductory Linguistics course

Suggested Electives:
LLSS* 449  Teaching the Native Language to the Native Speaker
LLSS 560  Language and Education in Southwest Native American Communities
LLSS 563  Seminar in Language Acquisition
LLSS 567  Home Literacy and Schooling
LLSS 585  The Acquisition and Teaching of Grammar in ESL
LLSS 558  Literacy Across Cultures
LLSS 559  Second Language Literacy

Culture
LLSS 583  Education Across Cultures in the Southwest (Required)

Suggested Electives:
LLSS 560  Language and Education in SW Native American Communities
LLSS 566  Issues in Hispanic Education

Educational Thought
LLSS 580  Seminar in the Education of Bilingual Students (Required)
LANGUAGE, LITERACY AND SOCIOCULTURAL STUDIES 359

Suggested Electives:
- LLSS* 453 Theoretical and Cultural Foundations of Bilingual Education
- LLSS 551 History of American Indian Education
- LLSS 566 Issues in Hispanic Education

Curriculum Development and Pedagogy
Suggested Electives:
- LLSS* 482 Teaching English as a Second Language
- LLSS 557 Language, Culture and Mathematics
- LLSS 569 ESL Across the Content Areas
- LLSS 558 Literacy Across Cultures
- LLSS 559 Second Language Literacy
- LLSS 568 Alternative Assessment Practices for Second Language Learners
- LLSS 582 Curriculum Development in Multicultural Education
- LLSS 585 The Acquisition and Teaching of Grammar in ESL

Total 36

* Indicates course is available for graduate credit.

Graduate Minor in Literacy
LLSS offers a 12-credit graduate minor in Literacy with a focus on either elementary or middle school/secondary language arts. Courses are designed to help practicing teachers improve their language arts instruction.

To focus on elementary language arts, students are required to take the following:
- LLSS 532 The Reading Process
- LLSS 537L Assessment in Reading and Language Arts
- LLSS 567 Home Literacy and Schooling
- And one course from the following:
  - LLSS 514 Young Children Moving Into Literacy
  - LLSS 541 Seminar in Children's Literature
  - LLSS 534 Seminar in Teaching Reading

To focus on middle school/secondary language arts, students are required to take the following:
- LLSS 522 Seminar in English Curriculum and Instruction
- LLSS527 Studies in Rhetoric for Teachers
- LLSS 528 Studies in Reading and Literature for Teachers
- And one course from the following:
  - EMLS 551 Books and Related Materials for Adolescents
  - LLSS 538 Teaching Reading Through the Content Field
  - LLSS 559 Second Language Literacy
  - LLSS 558 Literacy Across Cultures

MALLSS/MALAS
The College of Education and Latin American Studies offer a dual degree program leading to master’s degrees in Language, Literacy and Sociocultural Studies and Latin American Studies. This program is intended to allow education professionals to enhance their secondary school teaching with Latin American topics in the humanities and social sciences. The program combines advanced professional development in education with advanced interdisciplinary study of Latin America and is designed to help students integrate the two fields through coordinated advisement and bridge courses.

The program requires 51 credits of course work for students who hold teaching certificates. It includes three components: 21 hours of Language, Literacy and Sociocultural Studies courses with a concentration on social studies education; 21 hours of Latin American Studies course work divided between two of the following concentrations: Anthropology, Art History, Brazilian Literature, Economics, Gender Studies, History, Human Rights, Philosophy and Religion, Political Science, Sociology, Spanish American Literature, and Spanish Linguistics; and 9 hours of bridge courses: two core courses and one elective.

Completed separately, the two degrees would require 69–72 credit hours. Under the dual degree program, full time students would be able to finish in approximately three years.

Students pursuing this program must meet admissions requirements of both the College of Education and Latin American Studies. Separate applications should be made simultaneously to the Department of Language, Literacy and Sociocultural Studies and Latin American Studies. It is expected that applicants to this program will already have completed the licensure requirements for secondary teaching.

Students who are not licensed upon admission may pursue licensure through the Master’s in Secondary Education with Licensure (concentration in social studies). This licensure requires 36 hours of course work (at the undergraduate and/or graduate level) in the social studies plus 24 hours of professional education course work. Students should contact the College of Education Advisement Center (505/277-3190) for individual advisement. Latin American Studies students should be prepared for additional course work for licensure.

Ph.D.
All Ph.D. students must fulfill the general admission requirements set forth in the preceding part of the College section of this catalog and in the sections on graduate studies at the University of New Mexico. The doctoral program consists of a set of core courses focusing on Language, Literacy, and Sociocultural Studies; a set of research courses and a research internship/field experience focusing on research methodology and the relationship between research and practice; an area of focus constructed by the student in consultation with their Committee; and a 24 hour minor or supporting area. Areas of focus typically correspond to the broad areas delineated in the program’s name: “language,” “literacy” and “sociocultural studies,” but the specific elements of areas of focus are individualized to meet student needs. For example, a student interested in literacy might construct an area of focus focusing primarily on adolescent literacy, or on the teaching of writing, or on the study of literacy needs in the K–12 schools.

A maximum of 36 credit hours of transfer/applied credit is allowed in the Ph.D. program. The doctoral program in Language, Literacy and Sociocultural Studies is intended primarily for students interested in college teaching and research in education (including teacher education) and/or leadership positions in education, social services and allied professions.

Doctoral Program
(72–75 credit hours, plus dissertation)
Core (24–27 credit hours, plus dissertation)

Seminars 6
- LLSS 645 Seminar in Educational Studies
- LLSS 640 Seminar in Language/Literacy

Research. Choose from:
- 12
- LLSS 501 Pracitioner Research
- LLSS 502 Introduction to Qualitative Research
- LLSS 605 Advanced Qualitative Research
- LLSS 623 Ethnographic Research
- EDPY 502 Survey of Statistics in Education
- EDPY 505 Conducting Quantitative Educational Research
- EDPY 511 Introductory Educational Statistics
(Must include at least one quantitative and one qualitative course. Appropriate research methods courses from outside COE may be substituted.)

Research Internship/Field Experience 3–6
- LLSS 595 Advanced Field Experiences
- and/or
- LLSS 696 Internship

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Dissertation Seminar 3
LLSS 650  Dissertation Seminar

Area of Focus (24 credit hours) 24
Selected from the Catalog by candidates in consultation with their committee.

Support Area (24 credit hours) 24
The support area may consist of hours in a single field, usually within the COE, or may be an interdisciplinary support area, selected in consultation with their committee. At least 12 hours must come from outside LLSS. The support area is to be supportive of the focus.

Total 72–75

Dissertation (18 credit hours) 18
(Maximum transfer/applied credit: 36)

Language, Literacy and Sociocultural Studies (LLSS)

183. Introduction to Education in New Mexico. (3)
An exploration of contemporary issues around diversity, culture, and education in New Mexico. The course is of special interest to students considering a teaching career. Projects in schools and/or community sites are part of requirements.

300. Bilingual Teaching Methods, Materials and Techniques. (3)
Required for bilingual endorsement. Course addresses theory and practice of content area instruction through languages other than English in bilingual programs, with integration of Spanish L1/L2 development and integrated cultural awareness.
Prerequisite: 453. Restriction: Permission of instructor to determine academic proficiency in the target language.

315. Educating Linguistically and Culturally Diverse Students. (3)
Course familiarizes prospective teacher candidates with history, theory, practice, culture and politics of second language pedagogy and culturally relevant teaching. Students will be introduced to effective teaching methods for linguistically and culturally diverse learners.

391./591. Problems. (1-3 to a maximum of 9) ∆
393./493./593. Topics. (1-6, no limit) ∆

424. Culture and Education. (3)
(Also offered as AFST 399.) Analysis of the different child-rearing practices and their effects on the academic performances of children. Analyzes the role of culture in education.

430. Teaching of Writing. (3)
Theory and practice of teaching writing in elementary and secondary schools.

432. Teaching of Social Studies. (3)
Corequisite: EDUC 362. Restriction: Permission of instructor.

*435. Teaching Students with Reading Problems. (3)
Designed to meet needs of classroom teachers in understanding and teaching children with reading problems; includes a supervised tutoring experience of 3 hours weekly. Includes 3 hours supervised laboratory each week.

436. Teaching of English. (3)

443./544. Children’s Literature. (Literatura Infantil.) (3)

445. Spanish-English Bilingualism. (3)
(Also offered as LING 432.) An introduction to issues in bilingualism with emphasis on Spanish and English in the Southwest. Topics: language maintenance and shift, language policy and education, borrowing and codeswitching, first and second language acquisition, language attitudes.

446. Hispanic Folklore for the Classroom. (Folklor en el Aula) (3)
The study of folk music, dance and ways of expression of Spanish-speakers of the Southwest and its relevancy and application in the Spanish-English bilingual classroom.
Restriction: Permission of instructor to ensure academic proficiency in the language in which the course is taught.

*449. Teaching the Native Language to the Native Speaker. (3)
A comprehensive examination of characteristics, behavior and language of the native-speaking student, with specific implications for teaching the native language in schools.
Restriction: Permission of instructor.

452./552. Curriculum Development in Mexican History and Culture. (3)
This course introduces students to the formative aspects of Mexican history and culture, and applies them to the development of curricula for bilingual programs. (Taught in Spanish.)
Restriction: Permission of instructor to ensure academic proficiency in Spanish.

*453. Theoretical and Cultural Foundations of Bilingual Education. (3)
Required for ESL and Bilingual endorsements. History and theory of bilingual education in the U.S. and survey of multilingual education internationally; focusing on the sociocultural foundations of effective programs and instructional practices.
Restriction: Permission of instructor.

*455. Teaching Spanish for Bilingual Classroom. (3)
This course assists bilingual teachers in developing strategies and techniques for using Spanish as a language of instruction in the classroom. Participants are also assisted in reviewing for the Prueba for bilingual endorsement.
Restriction: Permission of instructor to ensure academic proficiency in Spanish.

456./556. First and Second Language Development within Cultural Contexts. (3)
First and second language development addressed as life-long processes within cultural contexts, with greater emphasis on second language development in children than adults. Language development in the classroom is given special attention.
Restriction: Permission of instructor. (Summer, Fall, Spring)

457./557. Language, Culture, and Mathematics. (3)
This course focuses on linguistic and cultural influences on the teaching and learning of mathematics. Additionally provides information on how students construct mathematical skills and knowledge by examining best models of research and practice. (Fall)

458./558. Literacy Across Cultures. (3)
Theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Compare/contrast with current methods of teaching reading and writing to native speakers of English.

459./559. Second Language Literacy. (3)
Current theory and practice in teaching reading and writing in English to second language learners, elementary through adult levels.

460./560. Language and Education in Southwest Native American Communities. (3)
(Also offered as LING 436 and NATV 460.) This course explores the historical context of education and its impact on Native American communities of the Southwest. Topics include native language acquisition, bilingualism, language shift, and language revitalization efforts in native communities and schools.

469./569. ESL Across the Content Areas. (3)
The course addresses ESL/content-area instruction, which integrates language and content instruction and focuses on the issues of processing content in a second language and the implied redesigning of instruction in grades K-12.
479./579. The Teaching of Reading in the Bilingual Classroom. (La Ensenanza de la Lectura) (3) Analysis of various reading methods and assessment of children’s reading skills, with a focus on balanced approach to reading. Taught in Spanish. Prerequisite: 456. Restriction: permission of instructor.

480. Second Language Pedagogy. (3)

482. Teaching English as a Second Language. (3) Required for ESL and Bilingual endorsements. Implementation of second language teaching principles through effective program models and instructional practices. Field component required. Prerequisite: 456.

493./393./593. Topics. (1-3, no limit) A

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

500. Issues in Language/Literacy/Sociocultural Studies. (3) Required core course for new LLSS Master’s students. Addresses how social, political, economic, and cultural forces shape beliefs about race, class, language, gender, and literacy. Implications for teaching, learning and educational change will be examined.

501. Practitioner Research. (3) This course focuses on the theory and practice of school-based research. Will read research by other teachers/practitioners and design and implement a research project.

502. Introduction to Qualitative Research. (3) Designed to give students an introduction to qualitative research methodologies and methods relevant to education. Students engage in the practice of qualitative methods from various activities and exercises.

503. Research in Bilingual Classrooms and Communities. (3) An examination of current research conducted in bilingual schools and communities. This course is designed for advanced MA and PhD students with an interest in research. Prerequisite: 550 and 550.

510. Paulo Freire. (3) Explores the writings of one of the most important educators and thinkers of the 20th century: Paulo Freire. Also considers scholars who influenced his ideas as well as those who were influenced by his ideas.

511. History of U.S. Education. (3) This course explores the significance and function of educational endeavors and institutions in U.S. society from the sixteenth century to the present. Emphasizes the relationship between schooling and race, class, and gender.

512. Education and Anthropology. (3) Explores the connection between modes of education and the construction of inequality within and between nations. The impact of race, ethnicity, gender, religion, class, and politics on educational systems around the world will be considered.

521. Proseminar: Sociology of Education. (3) Introduces students to the structures and functions of schools in the U.S. and other societies through an examination of empirical research that looks at race, class, and gender oppression.

522. Seminar in English Curriculum and Instruction. (3) Advanced seminar focusing on current research and theory in English literacy education as well as historical perspectives on the English curriculum.

523. Education and Anthropology. (3) An examination of the cultural context of learning and thinking. Topics include learning in the classroom, formal and informal education, sociocultural perspectives on cultural transmission, cultural theories of education and the acquisition of culture.

524. Critical Race Theory. (3) Engages the premises of Critical Race Theory (CRT). Focuses on theorists and philosophers of color who write about racial struggle in White hegemonic societies. Explores the implications of CRT for educational research, policy, and practice.

525. Reading Recovery Training Part I. (4) This course entails in-depth study of components and procedures of the Reading Recovery early intervention program. Classroom instruction will be coordinated with field experience of teaching four students daily. Prerequisite: 525. Restriction: permission of instructor.

526. Reading Recovery Training Part II. (3) This course provides an advanced study of the early detection of reading difficulties. Reading Recovery is utilized as an early intervention. Classroom instruction will be coordinated with field experience of teaching four students daily.

527. Studies in Rhetoric for Teachers. (3, no limit) A An advanced course in the teaching of writing focusing on recent research and theory in composition studies.

528. Studies in Reading and Literature for Teachers. (3) (Also offered as ENGL 528.) An advanced course in the teaching of reading and literature with an emphasis on recent research and theory in literature education.

529. Race, Ethnicity, and Education. (3) Concentrates on empirical studies that reveal how schools work to create racial and ethnic inequality. Explores current debates about the concepts “race” and “ethnicity” and evaluates the consequences of these debates for educational studies.

530. Whiteness Seminar. (3) Looks at how white power and privilege shapes schools and society. Studies the impact for both people of color and whites. Possibilities and limitations of white antiracism, multiracial alliances, and antiracist education are explored.

532. The Reading Process. (3) Explores the reading process through current theories, research and implications for acquisition and instruction. Theories and research are examined from a variety of perspectives.

516. Educational Classics. (3) This course focuses on influential educational perspectives that have provided a foundation for contemporary or emerging critical educational thought.

518. Comparative Education. (3) Explores the connection between modes of education and the construction of inequality within and between nations. The impact of race, ethnicity, gender, religion, class, and politics on educational systems around the world will be considered.

533. Teaching Children Moving Into Literacy. (3) Also offered as ECME 514. This course explores the processes of young children’s emergent literacy. It focuses on selection of materials and design of activities appropriate for use in the home, school and other settings. Prerequisite: EDUC 331L, EDUC 333L.

540. Philosophy of Education. (3) Introduces students to the foundations of educational philosophy. It focuses on thought from the 20th century while recognizing the historical influences from Western and non-Western nations. Special attention on race, class, and gender.
534. Seminar in Teaching Reading. (3)
Advanced study focused on the research, debates, practices and themes in the teaching of reading with attention to implications for multicultural/multilingual settings. (Offered upon demand)

535. Critical Literacy. (3)
This course is an exploration of the ways in which texts are used to celebrate, control, transform, conceal, move to action, manipulate, disclose, convince, and in other ways act upon individuals and groups.

537L. Assessment of Reading and Language Arts. (3)
Provides students theoretical and applied working knowledge of assessment issues and procedures. Students develop lesson plans and teach lessons grounded in evidence-based results of assessments of children.

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

540. Instructional Trends in the Social Studies. (3)
Examines social studies content, teaching practices and student learning in K-12 classrooms. Emphasis is placed on broadening and enhancing knowledge gained from personal experiences as a teacher and learner of social studies in the schools.

541. Seminar in Children's Literature. (3-12 to a maximum of 12)
Theoretical stances and issues in the study of children's literature are explored in relationship to implications for classroom practice.

544.443. Children's Literature. (3)
A survey course of the field of children’s literature. Focuses on knowledge and practice of literature, literacy response and classroom programs.

545. Spanish-English Bilingualism. (3)
(Also offered as LING 532.) An introduction to issues in bilingualism with emphasis on Spanish and English in the Southwest. Topics: language maintenance and shift, language policy and education, borrowing and codeswitching, first and second language acquisition, language attitudes.

551. History of American Indian Education. (3)
The course examines the history of Indian Education from 1890 to the present for Indians of the Southwest. The course examines national studies, recorded government documents, scholarly writings, and oral history.

552.452. Curriculum Development in Mexican History and Culture. (3)
This course introduces students to the formative aspects of Mexican history and culture, and applies them to the development of curricula for bilingual programs. (Taught in Spanish.) Restriction: permission of instructor to ensure academic proficiency in Spanish.

554. Teaching the Native American Child. (3)
The course explores methodologies for creating culturally appropriate curricula for Native students. Emphasis is placed on applying principles of integrated thematic instruction and research of Native learning styles and effective teaching methods.

556.456. First and Second Language Development within Cultural Contexts. (3)
First and second language development addressed as lifelong processes within cultural contexts, with greater emphasis on second language development in children than adults. Language development in the classroom is given special attention. (Summer, Fall, Spring) Prerequisite: an introductory linguistics course.

557.457. Language, Culture, and Mathematics. (3)
This course focuses on linguistic and cultural influences on the teaching and learning of mathematics. Additionally provides information on how students construct mathematical skills and knowledge by examining best models of research and practice. (Fall)

558.458. Literacy Across Cultures. (3)
Theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Compare/contrast with current methods of teaching reading and writing to native speakers of English.

559.459. Second Language Literacy. (3)
Current theory and practice in teaching reading and writing in English to second language learners, elementary through adult levels.

560.460. Language and Education in Southwest Native American Communities. (3)
(Also offered as LING 536 and NATV 460.) This course explores the historical context of education and its impact on Native American communities of the Southwest. Topics include native language acquisition, bilingualism, language shift, and language revitalization efforts in native communities and schools.

564. Issues in American Indian Education. (3)
The course examines contemporary issues of American Indian children in southwestern classrooms faced by teachers, counselors, and administrators at the elementary and secondary levels, but may include post-secondary concerns.

565. Latino/a Identities and Schooling. (3)
From a cross-disciplinary approach this seminar focuses on the identity construction of Latinos in the U.S. so as to examine the manner they are perceived and understood in school systems.

566. Issues in Hispanic Education. (3)
This course is designed to assist educators to more fully understand historical and contemporary issues related to the education of Hispanic students in New Mexico, the Southwest and across the country.

567. Home Literacy and Schooling. (3)
Through ethnographic studies and field research, course participants learn to critically analyze, value, and build upon the diverse and rich literacy experiences that children from different ethnic groups bring to school.

568. Alternative Assessment Practices for English Language Learners. (3)
The purpose of this course is to consider the dilemmas of using traditional assessment instruments, such as standardized tests, with English language learners and to expose course participants to a variety of alternative assessment methods. Prerequisite: 556.

569.469. ESL Across the Content Areas. (3)
The course addresses ESL/content-area instruction, which integrates language and content instruction and focuses on the issues of processing content in a second language and the implied redesigning of instruction in grades K-12.

570. Science and Native American Education. (3)
The course explores best practices and methods for presenting science to Native American learners. Students apply recent brain research and teaching methods to develop culturally responsive curricula applicable to Native learning styles and ontology.

579.479. The Teaching of Reading in the Bilingual Classroom. (La Ensenanza de la Lectura) (3)
Analysis of various reading methods and assessment of children’s reading skills, with a focus on balanced approach to reading. Taught in Spanish. Prerequisite: 556. Restriction: permission of instructor.
580. Seminar in the Education of the Bilingual Student. (3)
An advanced course which provides an overview of issues including the research, theory, and practice in bilingual education in New Mexico and other settings.
Restriction: enrolled in LLSS M.A. or Ph.D. degree program.

582. Curriculum Development in Multicultural Education. (3)
Graduate course focusing on the foundations of curriculum development for diverse populations, including the theory and practice of curriculum development in multicultural settings in the U.S. and abroad. (Summer, Fall, Spring)

583. Education Across Cultures in the Southwest. (3)
Focuses on issues, policies and school practices related to diversity and the education of native cultures of the Southwest as well as more recently arrived linguistic and cultural groups.

587. Perspectives on Sex and Gender in Education. (3)
(Also offered as WMST 487; however, it does not carry graduate credit.)

588. Feminist Epistemologies and Pedagogies. (3)
By engaging various understandings of epistemology, this course examines the basis of knowledge from a feminist standpoint. Feminist approaches to epistemology are then employed to understand their relation to research and pedagogy.

590. Seminar. (3)
Synthesize course work which has made up master’s degree program. Enhance student’s ability to defend professional ideas. Develop competence in professional communication oral and written.

591./391. Problems. (1-3 to a maximum of 9) Δ

593./393./493. Topics. (1-3, no limit) Δ

595. Advanced Field Experiences. (3-6 to a maximum of 12) Δ
Restriction: acceptance into a graduate program and permission of instructor.

596. Internship. (3-6 to a maximum of 12) Δ

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

599. Master’s Thesis. (1-6, no limit) Δ
Offered on a CR/NC basis only.

605. Advanced Qualitative Research Methods. (3)
(Also offered as LEAD 605.) A doctoral seminar focusing on helping students understand qualitative research methods, including: problem definition, data collection and analysis and how to increase the trustworthiness of one’s findings. A research study is required.
Prerequisite: 502.

606. Case Study Research Methods. (3)
Students conceptualize, develop, conduct, and report a pilot case study research project. Course includes an emphasis on qualitative data analysis techniques and the writing of case narratives.
Prerequisite: 502.

614. Vygotsky Seminar. (3)
A doctoral-level seminar in which the seminal writings of the Russian psychologist, Lev Vygotsky, will be examined in depth. This seminar will be of interest to Linguistics, Early Childhood, Psychology, Special Education, and LLSS students.

615. Contemporary Philosophies of Education. (3)
Focuses on the most recent trends in educational thought from the U.S. and other societies. Special attention is paid to texts that speak directly to issues of race, class, and gender.

618. Sociological Theories of Education. (3)
This course examines major sociological theories like functionalism, structural-functionualism, conflict theory, economic reproductionism, cultural reproductionism, resistance theory, and symbolic interactionism that have shaped educational studies. Possibilities and limitations for social transformation are explored.

623. Ethnographic Research. (3)
Seminar designed to engage students in the philosophy and methods of ethnographic research. Includes finding an appropriate cultural scene, conducting the actual fieldwork, analyzing the data and writing up the study.
Prerequisite: 605.

640. Seminar in Language/Literacy. (3)
A required core doctoral seminar designed to explore theoretical issues in language and literacy from an educational perspective. Will read the important research literature in these areas.

643. Curriculum Theory Seminar. (3)
(Also offered as MSET 643.) Doctoral level seminar examining curriculum theory.

645. Seminar in Educational Studies. (3)
Required core course of first-year LLSS doctoral students. Introduces key concepts and debates in critical educational studies. The social context of schooling is examined through historical, sociological, anthropological, psychological, and interdisciplinary modes of inquiry.
Restriction: LLSS doctoral students only.

650. Dissertation Seminar. (1-3)
Designed to assist doctoral students in planning their dissertation proposal. Students conceptualize and write a proposal using qualitative methods. Participants bring drafts of various components of their proposal to class where their work is critiqued. Offered on a CR/NC basis only.

681. Seminar in Multicultural Teacher Education. (3)
Study issues related to multicultural education and student’s learning and development. Focus will be on societal multilingualism, facilitation of multicultural growth and development in students and politics of the concept of multicultural education in general.
Prerequisite: admission to Doctoral Study.

696. Internship. (3-6 to a maximum of 12) Δ
Offered on a CR/NC basis only.

698. Directed Readings. (3-6 to a maximum of 12) Δ
Offered on a CR/NC basis only.

NUTRITION AND DIETETICS

Deborah Rifenbary, Department Chairperson
Department of Individual, Family, and Community Education
Nutrition and Dietetics Program
Simpson Hall
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-4535
http://coe.unm.edu/nutrition

Associate Professors
Carole Conn, Ph.D., R.D., C.S.S.D., F.A.C.S.M., University of Michigan
Donna Lockner, Ph.D., R.D., The University of New Mexico

Assistant Professor
Deborah Cohen, D.C.P., R.D., University of Medicine and Dentistry of New Jersey

Lecturer
Jean Cerami, M.S., R.D., C.D.E., The University of New Mexico

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Undergraduate Program

Undergraduate Advisor Contact and Student Information Contact
COE Advisement Center, (505) 277-3190
For student program information and application for admissions Contact:
COE Advisement Center, (505) 277-3190

Major and Degree

Bachelor of Science in Nutrition and Dietetics

The curriculum leading to a Bachelor of Science in Nutrition and Dietetics includes a foundation of natural and social sciences, as well as theoretical and applied course work in Nutrition and Dietetics. This curriculum is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA), 120 South Riverside Place, Suite 200, Chicago, IL 60606-6995, (800) 877-1600 ext. 5400. The curriculum meets academic requirements of the Didactic Program in Dietetics (DPD) for qualification as a registered dietitian (RD). After graduation, students who wish to become registered dietitians will need to complete a supervised practice program, such as a Dietetic Internship program. This leads to eligibility to take the National Registration Exam. Admission to a Dietetic Internship is very competitive and not guaranteed.

To be admitted to the Nutrition and Dietetics Program, students must have a minimum grade point average of 3.0. For other admission requirements see program Web site. Contact the Nutrition program for the most current information.

Nutrition and Dietetics

First Year

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<td>Public Speaking</td>
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<tr>
<td>BIOL 123</td>
<td>Biology for Health Related Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 124L</td>
<td>Non-Majors/Lab</td>
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<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
<td>3</td>
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<td>CHEM 123L</td>
<td>General Chemistry I Lab</td>
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<td>MATH 121</td>
<td>College Algebra</td>
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<td>STAT 145</td>
<td>Introduction to Statistics</td>
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<td>PSY 105</td>
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<td>ENGL 101</td>
<td>Composition I: Exposition</td>
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<td>ENGL 102</td>
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<td>Fine Arts Course*</td>
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<td>BIOL 237</td>
<td>Human Anatomy and Physiology I for the Health Sciences</td>
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<td>BIOL 247L</td>
<td>Human Anatomy &amp; Physiology Laboratory I</td>
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<td>BIOL 238</td>
<td>Human Anatomy and Physiology II for the Health Sciences</td>
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<td>Human Anatomy &amp; Physiology Laboratory II</td>
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<td>CHEM 122</td>
<td>General Chemistry II</td>
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<td>ENGL 219</td>
<td>Technical and Professional Writing</td>
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<td>Humanities Course*</td>
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<td>Management in Dietetics I</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 322</td>
<td>Management in Dietetics II</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 344</td>
<td>Energy Nutrients in Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 345</td>
<td>Vitamins and Minerals in Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 330L</td>
<td>Principles of Food Science</td>
<td>4</td>
</tr>
<tr>
<td>CJ 314</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 239L</td>
<td>Microbiology for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Restricted Communication Elective*</td>
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<td><strong>Total</strong></td>
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Fourth Year

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>NUTR 406</td>
<td>Community Nutrition</td>
<td>3</td>
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<tr>
<td>NUTR 424</td>
<td>Nutrition in the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 427</td>
<td>Medical Nutrition Therapy I</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 428</td>
<td>Medical Nutrition Therapy II</td>
<td>3</td>
</tr>
<tr>
<td>NUTR 445</td>
<td>Applied Nutrition and Exercise</td>
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</tr>
<tr>
<td>PEP 326L</td>
<td>Fund of Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 446L</td>
<td>Intensive Introductory Biochem II</td>
<td>4</td>
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<tr>
<td></td>
<td>Humanities Course*</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Restricted Multicultural Elective*</td>
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</tbody>
</table>

A grade of C (not C-) or better is required in all coursework that counts toward the 128 hour degree.

* Course chosen from Core Curriculum list
+ Restricted Elective List

Multicultural Emphasis–Choose one:

- HED 471 Introduction to Community Health
- HED 482 Health Promotion in Multicultural Settings
- or other course related to culture and approved by Nutrition Faculty

Communication Emphasis–Choose one:

- CJ 221 Interpersonal Communication
- CJ 225 Small Group Communication
- CJ 323 Nonverbal Communication
- CJ 327 Persuasive Communication
- CJ 344 Interviewing

Minor Study in Nutrition

A minor in Nutrition consists of NUTR 244, 344, 345 and 424 plus a minimum of 9 hours selected from the following: NUTR 320, 330L, 406, 427, 428, 445. Grades of C or better are required in all Nutrition courses used to meet the nutrition minor requirement. The sequence of courses for the minor has a minimum prerequisite of organic chemistry (CHEM 212 or 301).

Departmental Honors

The Departmental Honors program is open to outstanding Nutrition majors who have an overall GPA of at least 3.20. Students must seek advisement from a faculty member willing to serve as mentor for the honors courses and research. An Honors thesis is written during the student’s final semester. Required courses are NUTR 497, 498, and 499. These courses are in addition to those required for the major.

Graduate Programs

Graduate Advisor and Student Information Contact
Program Office at Simpson Hall (505) 277-4535

Application Deadlines

Screening of applications will begin:
- Fall semester: February 1
- Spring semester: October 1
- Summer session: February 1

Applications received by these dates will be given highest consideration for admission and financial assistance. Applications received after dates above will be reviewed through the following dates for each semester/session but will be considered on a space available basis only.
- Fall semester: June 1
- Spring semester: November 1
- Summer session: April 1

Dietetic Internship

The Dietetic Internship (DI) is a post-bachelor’s program that provides the supervised practice necessary for eligibility to write the Registration Examination for Dietitians. The Dietetic Internship is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American
Dietetic Association (ADA), 120 South Riverside Place, Suite 200, Chicago, IL 60606-4876, (312) 899-0040, ext. 5400. Applications for the DI are due early in February for August admission.

The Internship includes supervised practice in the areas of clinical dietetics, community nutrition and food service management, as well as didactic (classroom) instruction. Interns are enrolled as graduate students at the University of New Mexico; however, completion of the M.S. degree is not required for DI completion. Information on applying to the DI and on additional requirements for completion of the M.S. degree are on the program Web site.

Degrees Offered

M.S. in Nutrition

The Master of Science in Nutrition is designed to prepare students for careers in the field of Nutrition and Dietetics including opportunities in administrative and clinical dietetics and community nutrition programs. It is desirable that the candidate has an undergraduate major in nutrition/dietetics. Individuals without an undergraduate degree in nutrition should consult a nutrition faculty member. Students without prior preparation in nutrition may be accepted into the program following completion of prerequisites. A list of prerequisites is available on the program Web site. The degree is available under both Plan I and Plan II in accordance with the regulations in this catalog. Course work for this degree can be chosen from a number of areas reflecting the interests and goals of the student and can include health education and exercise science.

Course requirements for the Master’s degree in Nutrition are:

**Nutrition (15 hours required)**

Required for Plan I and Plan II:

- NUTR 526 Nutrition Assessment 3
- NUTR 528 Advanced Medical Nutrition Therapy 3

Nutrition electives selected from:

- NUTR *424 Nutrition in the Life Cycle 3
- NUTR 530 Phytochemicals in Health and Human Performance 3
- NUTR 535 Seminar in Nutrition 3
- NUTR 591 Problems (1-6 credits)
- NUTR 595 Advanced Field Experience (3-6 credits)
- NUTR 593 Topics

**Research Methods (15 hours required for Plan I, 6 hours for Plan II)**

Required for Plan I and Plan II:

- EDPY 505 Conducting Quantitative Educational Research
- or:
- HED 507 Research Design in HPER 3
- EDPY 511 Introductory Educational Statistics 3

Required for Plan I:

- EDPY 603 Applied Statistical Design and Analysis 3
- NUTR 599 Master’s Thesis 6

**Elective Courses (6 hours in Plan I; 15 hours in Plan II)**

Selected after consultation with Nutrition program faculty.

**Plan I and Plan II: 36 credits**

**Nutrition (NUTR)**

**120. Nutrition for Health. (3)**

General concepts of nutrition applied to food choices that support health. Cultural, psychological and economic implications of food choices.

244. Human Nutrition. (3)

This course provides an overview of all the nutrients including function in the body and food sources. Dietary guidelines intended to promote long term health are stressed. Prerequisite: BIOL 123 or 201 or CHEM 111L or 121 and 123L.

320. Methods in Nutrition Education. (3)

Principles of education basic to effective learning by individuals or groups. Selection and effective use of teaching materials and resources to promote the learning process. Pre- or corequisite: 344.

321. Management in Dietetics I. (3)

Principles of organization and management applied to dietetics practice including food service, clinical, and community nutrition. Prerequisite: 244. Restriction: Nutrition majors only.

322. Management in Dietetics II. (3)

Continuation of Management in Dietetics I. Prerequisite: 321.

330L. Principles of Food Science. (4)

Chemical and physical properties of foods, scientific principles of preparation, objective and sensory evaluation of food modifications. Students design and conduct an independent research project based on food science principles. Special fee required. Prerequisite: 321L and (CHEM 212 or 301). Pre- or corequisite: BIOL 239L. Restriction: Nutrition majors only.

344. Energy Nutrients in Human Nutrition. (3)

Carbohydrate, fat and protein in human nutrition. Emphasis includes digestion, absorption, metabolism, food sources and dietary recommendations. Implications for health promotion and disease prevention. Prerequisite: 244 and (CHEM 212 or 301).

345. Vitamins and Minerals in Human Nutrition. (3)

Water and fat-soluble vitamins, macrominerals and trace minerals in human nutrition. Emphasis includes absorption, metabolism, food sources, dietary recommendations, deficiencies and nutrient interactions. Implications for health promotion and disease prevention are explored. Prerequisite: 344.

391./591. Problems. (1-3 to a maximum of 6) Δ

(Offered upon demand)

406. Community Nutrition. (3)

Application of community health principles to nutrition programs for individuals and groups. Experiences will include work with community nutrition programs. Prerequisite: 344. Pre- or corequisite: 345. Restriction: Nutrition majors only.

*424. Nutrition in the Life Cycle. (3)

Nutritional assessment, physical growth and development, and the physiological basis for nutrient needs in pregnancy, lactation, infancy, childhood, adolescence and old age. Application to food selection patterns and the influence of social and cultural factors. Prerequisite: 244 and BIOL 237. Restriction: junior standing or higher.

427. Medical Nutrition Therapy I. (3)

The application of diets in the treatment of impaired digestive and metabolic conditions using the case study approach. Prerequisite: 345. Restriction: Nutrition majors only.

428. Medical Nutrition Therapy II. (3)

Continuation of Medical Nutrition Therapy I. Prerequisite: 427. Restriction: Nutrition majors only.

445. Applied Nutrition and Exercise. (3)

Interrelationships between nutrition and exercise with application to energy balance, weight control, physical fitness, competitive and recreational sports and prevention of chronic disease. Prerequisite: 345 and PEP 328L.

Symbols, page 653.
495. Field Experience. (1-3 to a maximum of 12) ∆ Planned and supervised professional laboratory or field experiences in an agency or institutional setting. Restriction: permission of instructor.

497. Reading and Research in Honors I. (2) Advanced studies and research under the supervision of a faculty mentor. Restriction: permission of instructor.

498. Reading and Research in Honors II. (2) Advanced studies and research under the supervision of a faculty mentor. Prerequisite: 497. Restriction: permission of instructor.

499. Honors Thesis. (2) Prerequisite: 498. Restriction: permission of instructor.

526. Nutrition Assessment. (3) Principles and application of nutrition assessment to determine the nutritional status of individuals or groups. Use and interpretation of data obtained from a variety of dietary methodologies, anthropometric measures, biochemical indices and clinical observation. Prerequisite: 344 and 345.

528. Advanced Medical Nutrition Therapy. (3) Application of nutritional sciences, energetics, physiology, biochemistry and metabolism to current topics in clinical nutrition. Evaluation of nutritional assessment of critically ill patients and modifications of diets to meet individual needs. Prerequisite: 428.


535. Seminar in Nutrition. (3 to a maximum of 6) ∆ Latest research on specific topics and current issues in nutrition and dietetics is synthesized, presented and discussed. Course work requires independent work, and active participation in class discussions. Restriction: permission of instructor.

550. Applied Dietetics Practice. (3 to a maximum of 6) ∆ Planned and supervised dietetic experiences in agency or institutional setting. Experiences are based on the Performance Requirements of the Standards of Education developed by the American Dietetic Association. Offered on a CR/NC basis only. Restriction: admitted to M.S. in Nutrition degree program.

591/.391. Problems. (1-3 to a maximum of 6) ∆

593. Topics. (1-3 to a maximum of 12) ∆

595. Advanced Field Experience. (1-3 to a maximum of 6) ∆ Restriction: admitted to M.S. in Nutrition degree program.

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

ORGANIZATIONAL LEARNING AND INSTRUCTIONAL TECHNOLOGY

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Lee Clark, Department Administrator
Department of Educational Leadership and Organizational Learning
Hokona Hall, Third Floor
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001

Professors
Patricia Boverie, Ph.D., University of Texas at Austin
William Bramble, Ph.D., University of Chicago
Charlotte N. Gunawardena, Ph.D., University of Kansas

Associate Professor
Mark Salisbury, Ph.D., University of Oregon

Assistant Professor
Fengfeng Ke, Ph.D., Pennsylvania State University

Lecturer and Technology and Training Program Coordinator
Bruce Noll, Ed.D., University of South Dakota

Student Information Contact
Loretta Brown, Hokona Hall, Room 378, (505) 277-4131, lorbrwn@unm.edu

Mission and Philosophy
The mission of the Organizational Learning & Instructional Technology (OLIT) Program is to provide quality education for individuals interested in improving the learning experiences of adults in school, business, government, military, health-care, and non-profit organizations through the application of instructional practices and organizational technologies that advance individual, group, and organizational learning.

The OLIT Program is based on a belief that learning is a life-long process, which is stimulated by active participation, a respect for the individual’s past experiences and diversity, critical reflection, and dialogue. Through the teaching of new developments in learning theory, the application of new technologies, and the management of change, the OLIT Program prepares professionals to help individuals, groups, and organizations learn in more effective ways.

In light of the massive and continuous change organizations experience, it is imperative that graduates of our program be ready to not only manage change, but lead future change efforts as well. To this end, we strive to develop a community of learners who build motivation for learning in their own organizations. The learning communities they develop will be characterized by a shared vision, systems thinking, and team learning.

The OLIT Program focuses on the design, development, delivery, and evaluation of training, organization development, knowledge management, distance education, e-learning, and instructional technology systems, methods and strategies with the intent of improving human performance. The program can best be described as one that is both theory-based and practitioner oriented.

Upon graduation from the OLIT Program, depending on individualized Program of Studies, students will be able to:

• Undertake life long learning, developing in concert the cognitive and affective domains to think critically, reflect on practice, and solve problems effectively within organizations.

• Design learning environments that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.
• Address the cultural issues that influence the design, delivery, and evaluation of instruction within diverse social and linguistic contexts.
• Integrate the scholarship of adult learning throughout their professional lives.
• Design and develop effective instructional experiences based on a variety of models of design and evaluation (systems, constructivist, socio-constructivist).
• Apply multimedia and distance learning theories, technologies and practices in the design, delivery, and evaluation of instruction.
• Address professional standards for instructional technology applications.
• Develop learning communities in real and virtual environments based on the theoretical foundations of communities of practice (Content and nature).
• Conduct research and evaluation studies.
• Administer and manage a variety of learning systems.
• Innovate and manage organizational knowledge.
• Facilitate individual and team processes, and communication.
• Lead individual, group, and organizational learning, and change.
• Engage in human resource development within local, national, and global organizations.
• Mentor and coach individuals through the process of their personal and professional development.
• Lead strategic planning and evaluation in a variety of political and social contexts.
• Balance inquiry and advocacy while respecting the individual or group within the social context.
• Model ethical practices in their work.

To ensure that these objectives are met, the content of the program’s courses are grounded in theoretical and empirical research and the extant literature, and are taught by experienced faculty using new and emerging technologies to facilitate activities, discussions, lectures, exercises, readings, simulations, and collaborative projects with other institutions in the U.S. and overseas.

The courses that comprise the OLIT Program also reflect the seven domains outlined in the College of Education’s Conceptual Framework. Furthermore, the program’s courses have been correlated to the recommended competencies and guidelines that have been developed by the American Society for Training and Development (ASTD), the International Society for Performance Improvement (ISPI), the Association for Educational Communications Technology (AECT), the International Society for Technology in Education (ISTE), and the National Council on the Accreditation of Teacher Education (NCATE) associations, and therefore reflect the mission of the College and the requirements of the profession.

For recent updates and additional information on the OLIT Program and courses, visit our Web site at http://www.unm.edu/OLIT

Undergraduate Program

Technology and Training (2+2 Program)

Major and Degree

This program enables students who have completed an associate degree at a community college to complete a bachelor’s degree at UNM.

Technology and Training: Bachelor of Science

Student contact information:

Bruce Noll, Ed.D., Technology and Training Program, Hokona Hall, Room 387
(505) 277-3657, e-mail banoll@unm.edu

Curriculum

General Education (49 hours)

1. Writing and Speaking (12 hours) 100/200 level CJ course
   ENGL 101
   ENGL 102
   ENGL 219

2. Mathematics (6 hours MATH 121 and above)

3. Physical and Natural Science (7 hours minimum with lab) see Core Curriculum list

4. Social and Behavioral Science (9 hours)
   ECON 105 or 106
   SOC 101
   PSY 105

5. Humanities (6 hours minimum—see Core Curriculum list): choose two from American Studies 186; Classics 107, 204, 205; Comparative Literature 223, 224; English 150, 292, 293; History 101L, 102L, 161L, 162L; Modern Language 101; Philosophy 101, 201, 202; Religious Studies 107)

6. Second Language (3 hours minimum) see Core Curriculum list

7. Fine Arts (3 hours minimum) see Core Curriculum list

8. Practical Arts (3 hours minimum)

9. Computer Science

Management/Communication Skills (21 hours) from the following:

1. Management
   MGMT 113 Management: An Introduction
   MGMT 306 Organizational Behavior & Diversity
   MGMT 307 Organization Change and Innovation

2. Communication and Journalism
   CJ 314 Intercultural Communication (required)
   –and– Select 6 additional hours from the following:
   CJ 321 Interpersonal Analysis
   CJ 323 Nonverbal Communication
   CJ 327 Persuasive Communication
   CJ 344 Interviewing
   CJ 428 Theory of Small Group Communication
   CJ 441 Advanced Organization Communication
   CJ 446 Organizational Analysis and Training
   CJ 443 Current Developments in Organizational Communication

Technical Course Work

(30 hours of community college technical course work)*

Technology & Training (30 hours)

1. Theoretical Foundations (6 hours)
   OLIT 481 Technological Change and Society
   OLIT 466 Principles of Adult Learning

2. Instructional Technology (9 hours)
   OLIT 420 Creativity and Technical Design
   OLIT 421 Production and Utilization of Instructional Materials
   OLIT 483 Instructional Applications: Computer Technology

3. Training (15 hours)
   OLIT 470 Workplace Training
   OLIT 471 Designing Training
   OLIT 472 Training Techniques
   OLIT 473 Measuring Performance in Training
   OLIT 495 Field Experience

* OLIT advisor approval required to transfer technical community college courses.

Graduate Programs

Student Information Contact

Loretta Brown, Hokona Hall, Room 378, (505) 277-4131, e-mail lorbrown@unm.edu.
The Ph.D. degree in Organizational Learning and Instructional Technology includes a minimum 78 course work hours plus 18 dissertation hours.

Doctoral Core (18 hours)
Prerequisites: OLIT 501, OLIT 561 and EDPY 500 or equivalent courses. Prerequisites are not applied to the 78 course work hours required.
- OLIT 600 Science, Technology and Society
- OLIT 601 Advanced Instructional Design
- OLIT 690 Dissertation Proposal Seminar
- OLIT 696 Internship

Ph.D. Fall Semester: March 1
(Doctoral admissions are made for fall semester only.)

Doctoral Concentration (15 hours)
These hours are chosen from the OLIT 500 and 600 level courses. The courses selected will be chosen in concert with the student’s advisor and will reflect the student’s particular programmatic interest. For example, if students were particularly interested in the use of multimedia and distance learning technologies, they would choose a set of courses that would help them develop these areas of expertise. Likewise, if students were interested in training and organization development knowledge and skills, they would choose courses that would develop these areas of expertise.

Students must seek advisor approval if they want to take any of these 15 credits outside of OLIT.

Requirements:

Doctoral Degree
Ph.D. in Organizational Learning and Instructional Technology
The Ph.D. is a research degree. It is designed to develop the candidate’s competencies to design, conduct and report original theoretical and applied research in learning and human performance technologies. A comprehensive content foundation in theory and research is strengthened through the requirement of an interdisciplinary support area. The Program of Studies and the dissertation reflect an emphasis on theoretical concepts, inquiry skills and original research.

An OLIT Ph.D. candidate must complete an approved program of studies, exclusive of the dissertation, of no less than 78 graduate semester credit hours. All candidates shall complete the required core courses (15 credit hours), concentration courses (15 credit hours), interdisciplinary supporting area courses (30 credit hours) and research courses (15 credit hours).

Candidates for the Ph.D. shall be required to demonstrate inquiry skills appropriate to conducting scholarly research. The identification and certification of the inquiry skills shall be completed by the Committee on Studies prior to the candidate’s starting work on a dissertation.

The dissertation for the degree of Doctor of Philosophy must demonstrate an ability to do independent research and competence in scholarly exposition. It should present original investigation at an advanced level, of a significant problem and should provide the basis for a publishable contribution to the research literature of the major field.
Transfer Credits
A maximum of 18 credit hours may be transferred into the Ph.D. program from a student’s Master’s program. The final decision of which courses are accepted is made by the student’s Program of Studies Committee. For more information on the transfer of courses, see Transfer Credit in the Graduate Program section of this catalog.

Master’s Degree
Thirty-six credits for Plan I Professional Portfolio Option Thirty-nine credits for Plan II Thesis Option

The OLIT Program offers a Master’s Degree that gives students an opportunity to combine aspects of adult learning, organizational learning and development, instructional technology including multimedia design and distance learning, principles of knowledge management, and the design, development, and evaluation of training. OLIT students can expect to develop a diverse skill set that will help them hit the ground running when they enter the workforce. They will be able to design, teach, support, evaluate, lead, and manage programs for diverse audiences. Coursework includes areas such as foundations of organizational learning, the adult learner, instructional design, principles of knowledge management, cross-cultural issues in learning, instructional technology, e-learning, and program evaluation. OLIT courses require students to apply their learning in real world contexts. Not only do OLIT graduates have the flexibility to choose where they work, they also enjoy diverse and rewarding employment options which include Instructional Design, Organizational Development, Training and Development, Distance Education, Project Management, and much more.

Required Courses (24 credits):
OLIT 514 Theory and Practice of Organizational Learning 3
–OR–
OLIT 540 Foundations of HRD and Instructional Technology 3
OLIT 561 The Adult Learner 3
–OR–
LEAD 529 The Adult Learner 3
OLIT 501 Instructional Design 3
OLIT 505 Contemporary Instructional Technologies: Survey 3
–OR–
OLIT 525 Instructional Multimedia 3
OLIT 535 Theory and Practice of Distance Learning 3
OLIT 507 Designing Knowledge 3
Management Solutions 3
–OR–
OLIT 508 Program Evaluation 3
OLIT 546 Cross Cultural Issues in Adult Learning 3
–OR–
OLIT 537 Culture and Global eLearning 3

Electives (9 credits)
Students choose courses to strengthen their preparation in specific areas of their choosing. Six of these 9 credits should be from the OLIT program.

Elective courses may include:
OLIT 509 Collaborative Knowledge Creation 3
OLIT 511 Knowledge Dissemination and Application 3
OLIT 521 Presentation Technologies 3
OLIT 522 Digital Video Techniques for Instruction 3
OLIT 528 Management of Learning Systems 3
OLIT 533 Instructional Use of Computer Simulations 3
OLIT 536 Instructional Television: Principles and Applications 3
OLIT 538 Distance Education Course Design 3
OLIT 543 Training Techniques 3
OLIT 562 Team Development 3
OLIT 593 The Role of Wisdom in Adult Learning 3

A 3 credit graduate course in a related field may be selected with the permission of the student’s advisor. Such a course might be from another department in the College of Education or in business, public administration, communications, sociology, or psychology.

Professional Portfolio or Thesis Options:
Professional Portfolio Option: Students must register for OLIT 596 (3 credits). Under the professional portfolio option students complete the internship and prepare a dossier showing work products which demonstrate their capabilities in OLIT fields of study.

Thesis Option: Students must register for OLIT 599 Masters Thesis for two semesters (6 credits). Under the thesis option students plan, conduct, and report on original research conducted to address a research problem in an area related to their study in the OLIT program. OLIT students selecting the thesis option are encouraged to take EDPY 500 Survey of Research Methods in Education, EDPY 511 Introductory Educational Statistics, and/or LLSS 502 Naturalistic Inquiry under their electives for the OLIT master’s degree program.

Organizational Learning and Instructional Technology (OLIT)

420. Creativity and Technical Design. (3)
Design theory and principles as applied to the research and development functions of industry. Product development via team organization, brainstorming, data analysis, oral presentations and creative problem solving. Two lectures, 3 hours lab.

421. Production and Utilization of Instructional Materials. (3)
Includes training in the use of media production and display equipment, production of graphic materials, overhead transparencies, slides, audio recordings, posters and criteria for effective design and use of media materials in training and education. Lab fee required.

466. Principles of Adult Learning. (3)
Explores the world of the adult learner from historic, social, political and pragmatic perspectives. Issues of life stages, culture, teaching theory and andragogical practice are considered as they relate to the practice of adult learning.

470. Workplace Training. (3)
Introduction to the concepts of training in the corporate sector.

471. Designing Training. (3)
Introduction to the principles of planning and designing of training packages and programs.

472. Training Techniques. (3)
Introduction to the development of instructional training methods and strategies for corporate training programs.

473. Measuring Performance in Training. (3)
Principles of evaluation of instruction and trainee performance applied to organizational training programs.

481. Technological Change and Society. (3)
Focus on industry as humanity’s systematic effort to provide the necessities and conveniences of life. In addition to developing a historical perspective, students will study in depth a variety of industrial organizations that provide goods and services to meet the needs and desires of society.

483. Instructional Applications: Computer Technology. (3)
An introduction to instructional applications of computer technology using integrated software. Includes instruction in techniques of using integrated software to manage computer instruction, to manage student records and achievements, and to produce and use ancillary materials. Current representative integration software will be used.
492./592. Workshop. (1-4 to a maximum of 13) ∆

493./593. Topics. (1-3, no limit) ∆

495. Field Experience. (3-6 to a maximum of 12) ∆

Planned and supervised professional laboratory or field experiences in agency or institutional setting. Offered on a CR/NC basis only.

Restriction: permission of instructor.

501. Instructional Design. (3)

Application of instructional design principles used in the development of instructional materials. Students work individually on course exercises and collaboratively on two course projects. One of the first three courses taken in the Master's program.

505. Contemporary Instructional Technologies: Survey. (3)

An overview of contemporary instructional technologies and how they can be utilized to improve the effectiveness of instruction. Students will gain expertise in selecting and using appropriate instructional technologies supporting the achievement of performance-based objectives.

507. Designing Knowledge Management Solutions. (3)

Participants apply general principles and techniques for designing comprehensive knowledge management solutions that combine web-based technologies and organizational interventions. To put a theory into practice, participants utilize an iterative design process in developing a course project.

508. Program Evaluation. (3)

Provides the student with a basic understanding of the evaluation process, the application of evaluations in determining the effectiveness and/or value of a learning experience both in the classroom and in the workplace.

509. Collaborative Knowledge Creation. (3)

Focused on designing technology-supported collaborations solutions that support the collective brain power of organizational members in the creation of knowledge.

511. Dissemination and Application of Knowledge. (3)

Focused on designing organizational portals for managing and disseminating documents, instruction, best practices, and expert advice.

514. Theory and Practice of Organizational Learning. (3)

This course focuses on the theories and applications of organizational learning strategies and process. The relationship between individual and team learning to organizational learning will be addressed throughout the course. (Offered annually)

521. Presentation Technologies. (3)

Designed to increase the effectiveness of presentations for educators/trainers using a variety of presentation technologies. Utilizing ISD principles, students engage in production of media to develop an instructional package. Special Fee.

522. Digital Video Techniques for Instruction. (3)

This course provides resources and guidance as students conceive, design, script, shoot and edit digital video footage. Students will learn to create instructional video sequences based on theories of learning and instructional design principles.

Prerequisite: 501 and 561.

523. Computer Authoring Languages and Systems. (3)

Combines learning theory and authoring to teach the computer skills necessary to design and produce computer assisted instructional (CAI) programs using an authoring language. No previous programming experience is necessary. Includes demonstration of other authoring languages and systems. Special Fee.

525. Instructional Multimedia. (3)

An introduction to computer based learning environments incorporating multiple forms of media. Students study the theories applicable to multimedia learning, gain practical skills for implementing simple systems, and design a large scale multimedia learning environment. Lab fee.

Prerequisite: 501 and 521 and 561.

526. Artificial Intelligence and Learning. (3)

Students investigate the theories underlying artificial intelligence and education, examine techniques for producing systems which adapt to a learner’s needs, learn about the latest developments in the field, and design a “smart” learning system.

Prerequisite: 501 and 525 and 561.

527. Practicum-Instructional Technology. (3)

Hands-on project-oriented introduction to the design and development of instructional multimedia. The conceptualization of the instruction is based on adult learning principles and theories of multimedia learning. Project implementation using Authoring Systems of Web Pages.

Prerequisite: 501 and 521 and 561 and (523 or 525).

528. Management of Learning Systems. (3)

Focuses on management strategies and key elements of modern systems. Discusses program planning and management, funding and budget management, technology selection and implementation, marketing, quality control and evaluation.

533. Instructional Use of Computer Simulations. (3)

Students will review shareware, public domain, and complex interactive commercial simulations; explore theory and survey recent literature. Project activity will focus on design issues and solutions, as students design a simulation and develop its prototype. Lab fee.

535. Theory and Practice of Distance Learning. (3)

Analyzes theoretical approaches to distance education and their practical applications. Examines characteristics and needs of distance learners, learner support, distance teaching, course design, delivery system selection, evaluation, policy, organization and administration of distance education.

536. Instructional Television: Principles and Applications. (3)

For educators and trainers who use instructional television for distance education. Major types of instructional TV formats are analyzed, as well as research on television and learning. Participants develop techniques for training television instructors.

537. Culture and Global eLearning. (3)

Explores the sociocultural dimensions of eLearning and issues related to designing eLearning for global contexts. Participants examine diversity in eLearning, and design eLearning for national and international contexts.

538. E-Learning Course Design. (3)

Explores new paradigms based on constructivist and socio-cultural learning theories for designing e-learning. Focuses on online learning design and evaluation, and networked learning communities. Analyzes print, audio, and video for designing hybrid learning environments.

Prerequisite: 501 and 535 and 561.

540. Foundations of HRD and Instructional Technology. (3)

Foundations of HRD (training, organization and career development) and its role in facilitating individual, group, and organizational learning. Students will also be introduced to instructional technologies that facilitate learning.

541. Organizational Consulting Theory and Practice. (3)

An introduction to the field of consulting. Covers conceptual knowledge of models to increase organizational effectiveness, consultant role responsibilities and needs assessment and evaluation techniques used in consulting practices.

543. Training Techniques. (3)

Introduces student to training techniques that are suitable for instructing adult learners in a variety of settings. Students will design and deliver an instructional unit to other adult learners.

Prerequisite: 501 and 561.
546. Cross-Cultural Issues in Adult Learning. (3) Students will examine learning styles of culturally diverse populations, conduct research on cross-cultural teaching and learning, experiment with methods and techniques of cross-cultural training and design and develop cross-cultural training programs.

561. The Adult Learner. (3) (Also offered as LEAD 529.) Examines the teaching and learning transaction with adults. Specific attention is on adult life stage development, relevant learning theories and approaches, and learning style issues of cross-cultural populations.

562. Team Development. (3) Provides learners with information and skill development of various methods and techniques for teaching adults in a team environment. Emphasis is placed on team development and training necessary to facilitate team learning and growth.

563. Mentoring Adult Career Development. (3) Students examine adult career patterns and organizational perspectives on employee career development. Specific emphasis is on mentoring and coaching adults in career decision making.

591./391. Problems. (1-3 to a maximum of 6) Individual Performance Contract required between student and professor.

592./492. Workshop. (1-4) Special offerings given on demand for terms less than a semester.

593./493. Topics. (1-3, no limit) Used to test new courses.

595. Field Experiences. (3-6 to a maximum of 12) This independent study is for students to gain experiences in settings other than those in which they are employed or who are making career transitions and would benefit from shadowing a professional in the field. Offered on a CR/NC basis only.

596. Internship. (3-6 to a maximum of 12) This final independent study is the capstone experience for Master’s students who opt not to do a thesis. The student submits a proposal for a minimum 200-hour project to his/her internship faculty supervisor. Offered on a CR/NC basis only.

598. Directed Readings in Organizational Learning and Instructional Technologies. (3-6 to a maximum of 6) Student will develop an Individual Performance Contract with a faculty member to determine the key readings and will produce a product.

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

600. Science, Technology and Society. (3) Defines science, technology, human values and examines the impacts and relationships among them. Discusses emerging scientific and technological developments, projects effects on society and the proposition that technology is a primary determinant of social change.

601. Advanced Instructional Design. (3) A theory-driven and project-based doctoral level seminar on the foundations of learning environments, instructional design theory, and the instructional design process. Students develop design models based on constructivist and socioconstructivist theories for innovative learning environments.

608. Advanced Seminar in Organizational & Program Evaluation. (3) This course is for students who wish to gain an in-depth understanding of evaluation theories and philosophies. In seminar format, students will study evaluation as a trans-discipline and its role in contemporary organizations.

635. Research in Distance Education. (3) Advanced doctoral seminar on research in distance education and educational telecommunications. Students will critically examine current research and develop theoretical frameworks, appropriate methodologies, a research proposal and agenda for future distance education research. Prerequisite: 501 and 508 and 535 and (561 or EDUC 500).

639. Advanced Instructional Technology Seminar. (3) This seminar emphasized the process of applying research findings to create innovative computer-based solutions for organizational learning problems. Steps in the process include assessing organizational learning needs, designing and implementing solutions and applying formative evaluation techniques. Prerequisite: 501 and 508 and 561.

641. Advanced Seminar on Organization Development and Consulting. (3) This advanced course in OD for doctoral students and advanced master’s is designed to enable students to develop theoretical perspectives, intensive practice and understanding of the use of OD in improving organizations. Prerequisite: at least 9 hours of Organizational Behavior, Team Development, Consulting or similar courses. Restriction: permission of the instructor.

661. Seminar: Transformational Learning. (3) A theory-driven, project-based advanced seminar designed to enable students to develop theoretical perspectives, intensive practice, and understanding of the use of Transformational Learning for applications with individuals, groups and organizations.

690. Dissertation Proposal Seminar. (3-6) This seminar is the capstone course for the doctoral program. It assists students in planning and developing a dissertation proposal. Course may be repeated once. Offered on a CR/NC basis only. Prerequisite: students must complete the Comprehensive Examination before enrolling or take it concurrently.

696. Internship. (3-6 to a maximum of 12) Offered on a CR/NC basis only.

698. Directed Readings in Organizational Learning and Instructional Technologies. (3-6 to a maximum of 6)

699. Dissertation. (3-12, no limit) Individual performance contract required between student and professor, following formal approval of dissertation committee. Offered on a CR/NC basis only.

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(505) 277-5151, FAX (505) 277-6227
Email napperow@unm.edu

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Robert Robergs, Ph.D., Ball State University
Todd Seidler, Ph.D., University of New Mexico

Associate Professors
Joy Griffin, Ph.D., Brigham Young University
Len Kravititz, Ph.D., University of New Mexico
Gloria Napper-Owen, Ed.D., University of Northern Colorado
Susanne Schneider, Ph.D., St. Louis University
David Scott, Ed.D., University of Northern Colorado
### Majors and Degrees

#### Teaching Major
- Physical Education–B.S.Ed., K–12th grades license, 7–12th grades Secondary Education License

#### Non-Teaching Majors
- Athletic Training–B.S.
- Exercise Science–B.S.

### Minor
- Athletic Coaching

#### Endorsement Teaching Field
- Physical Education

### Undergraduate Program

The Professional Physical Education Program offers three majors: Physical Education-Teacher Education, Exercise Science and Athletic Training. A minor in Athletic Coaching is also available.

### Mission Statement

The mission of the Department of Health, Exercise and Sports Sciences is to positively impact citizens and institutions of New Mexico and other regions through teaching, scholarship and service pertaining to healthy lifestyles, disease prevention, lifetime physical activity, and/or sports participation. The curricula offered in the program foster understanding in five areas: 1) Health Education/Promotion, 2) Physical Education, 3) Exercise Science, 4) Sport Administration, and 5) Athletic Training.

### Physical Education

The curriculum leading to the degree of Bachelor of Science in Education is designed to prepare the student to teach physical education in elementary, middle and/or junior and senior high schools (K–12). Students completing the requirements for the degree in Physical Education are eligible to apply for a teaching license in New Mexico. The examinations required by the State of New Mexico are the New Mexico Assessment of Teacher Competency and the Physical Education Content Test.

State Board of Education licensure requirements are subject to periodic change. Contact a PETE advisor for specific requirements for programs leading to educator licensure and endorsement (K–12).

A grade of C or better (Not C-) is required for each General Education course that counts toward the 132 hour degree. A Grade of B- or better is required for all content courses.

### First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Comp I: Exposition</td>
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<tr>
<td>ENGL 102</td>
<td>Comp II: Analysis &amp; Arg</td>
<td>3</td>
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<td>PSY 105</td>
<td>Gen. Psychology</td>
<td>3</td>
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<td>MATH 120</td>
<td>Intermediate Algebra</td>
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<tr>
<td>STAT 145</td>
<td>Intro to Statistics</td>
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<tr>
<td>BIOL 123/124</td>
<td>Principles of Biology</td>
<td>4</td>
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<tr>
<td>HED 164L</td>
<td>Standard First Aid / Lab</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>Elements of Chemistry</td>
<td>4</td>
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<tr>
<td>HIST 101 or 102</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>PEP 223 Fall</td>
<td>Invasion Games</td>
<td>1</td>
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<tr>
<td>PEP 225 Spring</td>
<td>Net Games</td>
<td>1</td>
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<tr>
<td>PEP 227 Spring</td>
<td>Elementary Rhythms/Aerobic</td>
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<tr>
<td>PEP 234 Fall</td>
<td>Track and Field/Cooperative</td>
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<td>PENP 118</td>
<td>Individual Tumbling</td>
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#### Second Year

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<tbody>
<tr>
<td>PEP 222 Fall</td>
<td>Target Activities</td>
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<tr>
<td>PEP 226 Fall</td>
<td>Lifetime Pursuits</td>
<td>1</td>
</tr>
<tr>
<td>PEP 228 Spring</td>
<td>Outdoor Pursuits</td>
<td>1</td>
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<tr>
<td>PEP 239</td>
<td>Dance</td>
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<tr>
<td>PEP 245-001 Fall</td>
<td>Prof Lab Exp in Physical Education</td>
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<tr>
<td>PEP 277</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEP 288</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEP 208 Fall</td>
<td>Teaching Fitness Concepts</td>
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<tr>
<td>NUTR 120</td>
<td>Nutrition for Health</td>
<td>3</td>
</tr>
<tr>
<td>HIST 161 or 162</td>
<td>Hist U.S. to 1877</td>
<td>3</td>
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<tr>
<td>CJ 130</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Soc. &amp; Behav Sci</td>
<td>UNM Core Requirement</td>
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</tr>
<tr>
<td>FA</td>
<td>General Ed. Requirement</td>
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<tr>
<td>BIOL 237-247L</td>
<td>Human Anatomy &amp; Physiology I</td>
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<tbody>
<tr>
<td>EDPY 310</td>
<td>Learning and the Classroom</td>
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<tr>
<td>EDPY 303</td>
<td>Human Growth and Development</td>
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<tr>
<td>PEP 444 Fall</td>
<td>Teaching Physical Education I</td>
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</tr>
<tr>
<td>PEP 301 Fall</td>
<td>Teaching of Team Sports</td>
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<tr>
<td>PEP 319 Fall</td>
<td>Physical Education in</td>
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<tr>
<td>PEP 466 Spring</td>
<td>Adapted Physical Education</td>
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<tr>
<td>PEP 410 Spring</td>
<td>Assessment in Physical Education</td>
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<tr>
<td>PEP 430 Spring</td>
<td>Classroom Behavior Management in Physical Education</td>
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<td>PEP 326L</td>
<td>Fund of Exercise Physiology</td>
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<tr>
<td>Second Lang.</td>
<td>UNM Core Requirement</td>
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<tr>
<td>HIST</td>
<td>General Education Requirement</td>
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#### Fourth Year

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<th>Credits</th>
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<tbody>
<tr>
<td>PEP 479 Fall</td>
<td>Organization and Administration of Physical Education</td>
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<tr>
<td>PEP 485 Spring</td>
<td>Diversity in Sport and Physical Activity</td>
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</tr>
<tr>
<td>PEP 461</td>
<td>Student Teaching - Secondary</td>
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<tr>
<td>PEP 400</td>
<td>Student Teaching - Elementary</td>
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<tr>
<td>CJ 314</td>
<td>Intercultural Communication</td>
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<tr>
<td>FA</td>
<td>UNM Core Requirement</td>
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<tr>
<td>EDUC 438</td>
<td>Reading in Content Field</td>
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<tr>
<td>HIST</td>
<td>General Education Requirement</td>
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<tr>
<td>HED 306</td>
<td>Conflict Mediation</td>
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<tr>
<td>HED 451</td>
<td>Teaching Strategies and Curriculum for Health Education</td>
<td>2</td>
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**TOTAL HOURS:** 132
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
6. Submit the Checkpoint 1 application along with Portfolio for faculty review
7. Attain Disposition rating of Basic or higher

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 the New Mexico Teacher Assessment of 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 the New Mexico Teacher Assessment of Basic Skills Test
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

Post-Baccalaureate endorsement programs in Physical Education-Teacher Education are also available.

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) concludes 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 Rehabilitative Exercise;
- Health Care Administration;
- General Medical Conditions and Disabilities;
- Nutritional Aspects of Injury andIllness;
- 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 treatments, 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. The University of New Mexico Athletic Training Education Program Coordinator and / or the Department of Health, Exercise and Sports Sciences Chair.

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 and clinical experiences necessary 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.
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.

COURSE HOURS
First Year
Fall
ENGL 101 Comp I: Exposition 3
CHEM 111L Elements of General Chemistry 4
HED 164L Standard First Aid/Lab 3
PEP 273 Introduction to Athletic Training 3
PEP 284 Athletic Training Observation Lab 3
Total 16
Spring
ENGL 102 Comp II: Analysis & Arg. 3
MATH 120 or 121 Interm Algebra or College Algebra 3
BIOL 123/124L Biology for Health Related Sciences & Non Majors 4
HED 171 Personal Health Management 3
PEP 285 Athletic Training Clinical I 3
Total 16
Second Year
Fall
BIOL 237/247L Human Anatomy & Physiology I for the Health Sciences/Lab 4
EMS 113 Emergency Medical Technician – Basic 6
EMS 142 Emergency Medical Technician – Basic Lab 2
PSY 105 General Psychology 3
PEP 286 Evaluation of Athletic Injuries – Extremities 3
Total 18
Spring
BIOL 238/248L Human Anatomy and Physiology II/Lab 4
ENGL 219 Technical and Professional Writing 3
UNM Core Social/Behav Sci 3
PEP 277 Kinesiology 3
PEP 289 Tests and Measurements in Physical Education 3
PEP 326L Fundamentals of Exercise Physiology 3
Total 18
Third Year
Fall
PEP 289 Tests and Measurements in Physical Education 3
PEP 326L Fundamentals of Exercise Physiology 3
PEP 374 Therapeutic Modalities 3
PEP 373 General Medical Conditions in Athletic Training 3
PEP 481 Athletic Training Clinical II 3
NUTR 244 Human Nutrition 3
Total 18
Spring
PEP 288 Motor Learning and Performance 3
PEP 473 Rehabilitation of Athletic Injuries 3
PEP 375 Pharmacology in Athletic Training 3
PEP 483 Athletic Training Clinical III 3
PSY 220 Developmental Psychology 3
UNM Core Humanities 3
Total 18
Fourth Year
Fall
PEP 488 Athletic Training Clinical IV 3
PEP 470 Designs for Fitness 3
UNM Core Humanities Requirement 3
UNM Core Second Language 3
UNM Core Fine Arts 3
Elective General Education Upper-Division 300+ elective 3
Total 18

Curriculum Total 132

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.

First Year
ENGL 101 Composition I: Exposition 3
ENGL 102 Composition II: Analysis and Argument 3
PSY 105 General Psychology 3
MATH 121 College Algebra 3
NUTR 244 Human Nutrition 3
BIOL 237/247L Human Anatomy and Physiology I/Lab 4
CHEM 111L Elements of General Chemistry/Lab 4
CHEM 212L Organic Chemistry and Biochemistry/Lab 4
PEP 114 Weight Training and Physical Conditioning 1
PEP 273 Introduction to Athletic Training 3
PEP 288 Motor Learning and Performance 3
Total 34
Second Year
CJ 130 Public Speaking 3
STAT 145 Introduction to Statistics 3
HED 164L Standard First Aid/Lab 3
BIOL 237–247L Human Anatomy and Physiology I/Lab 4
BIOL 238–248L Human Anatomy and Physiology II/Lab 4
ENGL 219 Technical and Professional Writing 3
UNM Core Social/Behav Sci 3
PEP 162 Jogging Fitness 1
PEP 277 Kinesiology 3
PEP 289 Tests and Measurements in Physical Education 3
PEP 326L Fundamentals of Exercise Physiology 3
Total 33
Third Year
PHYC 102 Introduction to Physics 3
or 151 General Physics 3
NUTR 344 Energy Nutrients in Human Nutrition 3
NUTR 345 Vitamins and Minerals in Human Nutrition 3
PEP 165 Yoga 2
PEP 305 Teaching Group Exercise 3
PEP 469 Management Concepts in Sport and Fitness Settings 3
PEP 470 Designs for Fitness 3
PEP 475 EKG Interpretation 3
PEP 476 Exercise Testing and Interpretation 3
PEP 495 Practicum 3
UNM Core Humanities 3
PEP 102 Intermediate Swimming 1
Total 33
Early application is recommended. These dates also apply to the application deadline. However, all applications must be received by the final application deadline. The priority deadline is encouraged for best consideration, although all applications must be received by the final application deadline. Early application is recommended. These dates also apply for financial aid.

Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEP 391: Problems</td>
<td>1</td>
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<tr>
<td>PEP 426: Intern Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PEP 471: Exercise and Disease Prevention</td>
<td>3</td>
</tr>
<tr>
<td>PEP 478: Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PEP 495: Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Elective: Advisor Approval Required</td>
<td>3</td>
</tr>
<tr>
<td>Elective: Advisor Approval Required</td>
<td>3</td>
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<tr>
<td>UNM Core: Humanities</td>
<td>3</td>
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<tr>
<td>UNM Core: Fine Arts</td>
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<td>UNM Core: Second Language</td>
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Total: 128

Athletic Coaching Minor

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HED 164L: Standard First Aid</td>
<td>3</td>
</tr>
<tr>
<td>PEP 238: Yoga/Weight Training</td>
<td>1</td>
</tr>
<tr>
<td>PEP 273: Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>PEP 277: Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>--or--</td>
<td></td>
</tr>
<tr>
<td>PEP 326L: Fundamentals of Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PEP 288: Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEP 479: Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEP 480: Principles of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PEP 495: Field Experience</td>
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Choose a minimum of 3 hours from the following group:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEP 245: Professional Lab Experience in Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>PEP 277: Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>--or--</td>
<td></td>
</tr>
<tr>
<td>PEP 326L: Fundamentals of Exercise Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Contact for Graduate Advisor and Student Information

Deadlines for Application

<table>
<thead>
<tr>
<th>Priority Deadline</th>
<th>Final Application Deadline</th>
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<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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 511/</td>
<td>EDPY 500 Introductory Educational Statistics/</td>
<td>6</td>
</tr>
<tr>
<td>PEP 507:</td>
<td>Research Design in HPER</td>
<td></td>
</tr>
<tr>
<td>PEP 503:</td>
<td>Principles of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PEP 510:</td>
<td>Principles of Classroom Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEP 510:</td>
<td>Curriculum Construction in PE</td>
<td>3</td>
</tr>
<tr>
<td>PEP 526:</td>
<td>Motor Assessment for Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PEP 570:</td>
<td>Analysis of Teaching PE</td>
<td>3</td>
</tr>
<tr>
<td>PEP 571:</td>
<td>Concepts in PE</td>
<td>3</td>
</tr>
<tr>
<td>PEP 590:</td>
<td>Supervision of PE Programs</td>
<td>3</td>
</tr>
<tr>
<td>PEP 516:</td>
<td>Seminar in PE</td>
<td>3</td>
</tr>
<tr>
<td>PEP 599:</td>
<td>Masters Thesis</td>
<td>6</td>
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Total: 36

Master of Science Requirements: 33 hours

PLAN II – Non Thesis

Core Requirements

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDPY 500/502</td>
<td>Survey Research Methods in Education/</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Survey of Statistics in Education.</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDPY 511/</td>
<td>EDPY 507 Introductory Educational Statistics/</td>
<td>6</td>
</tr>
<tr>
<td>PEP 507:</td>
<td>Research Design in HPER</td>
<td></td>
</tr>
<tr>
<td>PEP 503:</td>
<td>Principles of Human Development</td>
<td>3</td>
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<tr>
<td>PEP 510:</td>
<td>Principles of Classroom Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEP 510:</td>
<td>Curriculum Construction in PE</td>
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<tr>
<td>PEP 526:</td>
<td>Motor Assessment for Individuals with Disabilities</td>
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<tr>
<td>PEP 570:</td>
<td>Analysis of Teaching PE</td>
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<tr>
<td>PEP 571:</td>
<td>Concepts in PE</td>
<td>3</td>
</tr>
<tr>
<td>PEP 590:</td>
<td>Supervision of PE Programs</td>
<td>3</td>
</tr>
<tr>
<td>PEP 516:</td>
<td>Seminar in PE</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 30

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEP 507:</td>
<td>Research Design in HPER</td>
<td>3</td>
</tr>
<tr>
<td>PEP 521:</td>
<td>Motor Learning for People with Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 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 551 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  
—and—  
PEP 507 Research Design in HPER 3

PEP 500 Exercise Science Seminar 1  
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.

Sport Administration  
Concentration-Master of Science in Physical Education

Master of Science Requirements—36 credit hours

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  
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

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  
PEP 696 Internship 3  
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

36 Hours total

Plan II – Non-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  
LEAD 561 Legal Issues for School Leaders 3  
LEAD 596 Internship 6

36 Hours total

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

48

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 programs 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 the concentration and 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
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 599 Master’s Thesis 6
SPCD 507 Collaboration of Inclusive Education 3
SPCD 519 Applied Behavior Analysis 3
27

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
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

18

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

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 18

Doctoral Degree in Physical Education, Sports and Exercise Science

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.

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

18

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

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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 directed 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 physical education and be able to supervise student teachers. Students should contact program advisor for details about course work.

### Curriculum and Instruction Concentration – PhD in Physical Education, Sports and Exercise Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PEP 541</td>
<td>Ethics in Sport and Fitness</td>
<td>3</td>
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<tr>
<td>PEP 510</td>
<td>Curriculum Construction in PE</td>
<td>3</td>
</tr>
<tr>
<td>PEP 526</td>
<td>Motor Assessment for Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PEP 570</td>
<td>Analysis of Teaching PE</td>
<td>3</td>
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<tr>
<td>PEP 571</td>
<td>Concepts Teaching in PE</td>
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<tr>
<td>PEP 572</td>
<td>Critical Issues in Elementary PE</td>
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</tr>
<tr>
<td>EDPY 503</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 510</td>
<td>Principles of Classroom Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEP 590</td>
<td>Supervision of Physical Education Programs</td>
<td>3</td>
</tr>
<tr>
<td>PEP 591</td>
<td>Problems</td>
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<tr>
<td>PEP 606</td>
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<tr>
<td>PEP 699</td>
<td>Dissertation</td>
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### Inquiry Skills Minimum of 18 hours is required

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<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDPY 511</td>
<td>Introductory Educational Statistics</td>
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<tr>
<td>EDPY 507</td>
<td>Research Design in HPER</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 505</td>
<td>Conducting Quantitative Educational Research</td>
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<tr>
<td>EDPY 603</td>
<td>Applied Statistical Design &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PEP 604</td>
<td>Research Seminar</td>
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<tr>
<td>PEP 691</td>
<td>Problems</td>
<td>3</td>
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</table>

### Electives (Advisor Approval)

- PEP 604: Research Design in HPER

### Minor/Supporting Area

Twenty-four credit hours of course work in an approved minor or supporting area outside of the program is required.

### Exercise Science Concentration

This concentration is designed to prepare exercise scientists for academic research and clinical settings. Prerequisite course work includes: cadaver anatomy and physiology, general chemistry, organic/biochemistry, physics, college algebra, statistics, English composition, technical writing, public speaking, motor learning, kinesiology, exercise physiology, human nutrition, energy nutrients in human nutrition and vitamins and minerals in human nutrition. Students should contact program advisor for details about course work.

### Exercise Science Concentration– Ph.D. in Physical Education, Sports and Exercise Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PEP 500</td>
<td>Exercise Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PEP 541</td>
<td>Ethics in Sport/fitness</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 505</td>
<td>Planning &amp; Conducting Research</td>
<td>3</td>
</tr>
<tr>
<td>–or– PEP 507 Research Design in HPER</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PEP 604</td>
<td>Dissertation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PEP 625</td>
<td>Writing for Professional Publication</td>
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### Exercise Science Courses: 36 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 501</td>
<td>Intermediate Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PEP 502</td>
<td>Designs for Fitness</td>
<td>3</td>
</tr>
<tr>
<td>PEP 503</td>
<td>EKG Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>PEP 508</td>
<td>Exercise Testing and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>PEP 530</td>
<td>Laboratory Procedures in Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>PEP 535</td>
<td>Exercise Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>PEP 627</td>
<td>Seminar in Applied Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PEP 691</td>
<td>Research Problem</td>
<td>3</td>
</tr>
<tr>
<td>PEP 696</td>
<td>Research Internship</td>
<td>3</td>
</tr>
<tr>
<td>PEP 699</td>
<td>Teaching or Clinical Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Biomedical/Technologies: 12 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 510</td>
<td>Physiology</td>
<td>3</td>
</tr>
<tr>
<td>OLIT 501</td>
<td>Elective Computers/Technology in Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Biomedical Sciences, Health, Physical Therapy, Epidemiology, Nutrition, OLIT, or related disciplines (Advisor Approval)</td>
<td>6</td>
</tr>
</tbody>
</table>

### Research/Statistics: 12 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 603</td>
<td>Statistical Designs in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 604</td>
<td>Multiple Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 606</td>
<td>Multivariate Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

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.
234. 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) \( \Delta \) 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 of 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 and 286.

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) \( \Delta \)

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.

310. 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) \( \Delta \) 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.


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.


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. [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.

487./587. Physical Activity and Aging. (3) (Also offered as REC, 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.

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) A

495. Practicum. (3-6 to a maximum of 12) A

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.

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PROFESSIONAL PHYSICAL EDUCATION

EDUCATION

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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 subsidezation 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. [615.] 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) △

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) △

599. Master's Thesis. (1-6, no limit) △
Offered on a CR/NC basis only.

604. Research Seminar. (3)
(Also offered as HED 604.) Specify 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
physical activity as a foundation for a healthy, productive and fulfilling life. The learning experiences are designed to promote personal enrichment of all participating students in a carefully planned, comprehensive, and innovative environment that promotes self-discipline, self-evaluation and an understanding of personal strengths and weaknesses. It is an integral part of the total education process and significantly contributes in the areas of affective, cognitive and psychomotor development, along with health related fitness. PENP courses may be repeated an infinite number of times, yet only a limited amount may count toward scholarship and degree programs.

Basic Instruction Program—Physical Education

Most activity courses are offered every semester.

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) 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) 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,umba, 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.

126. Beginning Country Western Dance. (1, no limit) Instruction in the basic movements of the Waltz, Two-Step, Swing and Polka.

129. Intermediate Country Western Dance. (1, no limit) Instruction dependent upon experience of students in basic movements of all segments of Country Western Dance.

130.–131. Tai Chi Ch’u’an. (1, no limit) Instruction and practice in techniques to enhance body awareness, reduces stress, improve balance and increase strength.

132. Beginning Taekwondo. (1-2, no limit) Instruction in the basic skills, blocks, strikes and kicks of Taekwondo.

133. Intermediate Taekwondo. (1-2, no limit) Advanced instruction in the basic skills, blocks, strikes and kicks of Taekwondo.

134. Beginning Kung Fu. (1-2, no limit) Instruction in the basic skills, blocks, strikes and kicks of Kung Fu.

135. Intermediate Kung Fu. (1-2, no limit) Advanced instruction in the basic skills, blocks, strikes and kicks of Kung Fu.

136. Personal Defense. (1-2, no limit) Instruction in the basic skills needed to defend oneself against assault.

138.–139. Karate. (1, no limit) Instruction in the basic skills, equipment, rules, etiquette and shot-making.

140. Beginning Golf. (1, no limit) Instruction in the basic skills and rules of golf.

141. Intermediate Golf. (1, no limit) Instruction emphasizes actual play.

143. Beginning Tennis. (1-2, no limit) Instruction in the basic skills and rules of tennis.

144. Intermediate Tennis. (1-2, no limit) Instruction dependent upon experience and skills of students in basic fundamentals. Perfection of strokes.

146. Bowling. (1-2, no limit) Special fees. Instruction and practice in the basic skills of bowling.

148. Archery. (1, no limit) Instruction in the basic skills and knowledge of range archery.

152. Racquetball. (1, no limit) Instruction and practice in the skills and rules of racquetball.

154. Intermediate Racquetball. (1, no limit) Instruction dependent upon experience and skills of students in basic fundamentals. Perfection of all strokes and strategies used in the game of racquetball.

155.–156. Pilates. (1, no limit) Instruction in movements that increase balance, core fitness and cardiopulmonary endurance.

158. Aerobic Dance I. (1, no limit) Instruction in continuous movement using basic dance steps for improved cardiopulmonary endurance. Fitness Test Fee.

159. Aerobic Dance II. (1, no limit) Instruction in a longer aerobic workout using more advanced dance steps for improved cardiopulmonary endurance. Fitness Test Fee.
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.

180.–181. Feldenkrais: Awareness Through Movement. (1, no limit) ▲
A class to develop and experience a deeper awareness of a person’s body and its capabilities.

188. Modified Physical Education. (1-2, no limit) ▲
New activities offered on an exploratory basis.

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

(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
(Choice 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.
requirements. Upon completion, the Special Education Dual License Program graduates are eligible for Special Education Licensure (K-12) and Elementary Licensure (K-8). Interested students should make an appointment with a faculty advisor through the Special Education administrative office.

Application and Admission

Applicants must contact the College of Education Special Education Program administrative office for information on application and admission procedures for the Special Education Dual License Program and the non-teaching minor. Individuals interested in the non-teaching minor should contact the Special Education Office for an application. Applications are accepted only in the Spring.

Requirements

Students must earn a grade of B or better in SPCD 201 and SPCD 204 and must have a minimum grade point average of 2.50 prior to admission to the Special Education Dual License program. Other specific requirements are stated in program documents. Upon acceptance, the students will be assigned a faculty advisor who will assist in the preparation of the program of studies.

Graduate Program

Graduate Advisor
Inquire within the program.

Student Information Contact
Jo Sanchez, Hokona Hall Zuni, Room 273, (505) 277-5018

Priority Applications Deadlines
M.A., Ed.D. and Ph.D.
Fall semester: March 31
Spring semester: September 30
Summer session: March 31

The priority application deadlines are encouraged for best consideration and for financial aid; however, program faculty review applications throughout the year.

Degrees Offered

M.A. in Special Education
Ed.D. in Special Education
Ph.D. in Special Education


Special Education offers graduate programs leading to special education teacher licensure, the Master’s degree, a transcribed graduate certificate in Instruction For Students with Intensive Social, Language, and Behavioral Needs, sixth year certificate (Ed.Spc.) and doctoral degrees (Ed.D. and Ph.D.). Concentrations include: 1) the Special Education concentration in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners (which includes mental retardation, severe disabilities, autism, intensive communication needs, cultural and linguistic diversity and inclusive education); and 2) the Special Education concentration in Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners (which includes learning disabilities, behavior disorders, early childhood and gifted/twice exceptional). Contact the program for specific information and related requirements.

Application Process

Graduate Admissions
University of New Mexico
P.O. Box 4849
Albuquerque, NM 87196-4849
(505) 277-2447

University of New Mexico
College of Education - Special Education
MSC 05 3040, Hokona Hall Zuni 273
1 University of New Mexico
Albuquerque, NM 87131-0001

New Applications: M.A./Licensure
Send to Office of Admissions (address above)
 Completed and signed Graduate Application form, or apply online, http://www.unm.edu/grad (online application for first-time domestic applicants ONLY).
 Residency form.
 $50.00 non-refundable application fee.
 One official transcript from each college you have attended (Exception: UNM transcripts).

Send to Special Education Program (address above)
 Letter of Intent.
 Department Application form
 Letters (3) of Recommendation.
 One official transcript from each college you have attended (Exception: UNM transcripts).

Doctoral Programs/Certificate Education Specialist/ Graduate Certificate (address above)
Send to Office of Admissions (address above)
 Completed and signed Graduate Application form, or apply online, http://www.unm.edu/grad (online application for first-time domestic applicants ONLY).
 Residency form.
 $50.00 non-refundable application fee.
 One official transcript from each college you have attended (Exception: UNM transcripts).

For Ph.D./Ed.S.
Send to Special Education Program (address above)
 Letter of Intent
 Department Application form
 Resume
 Writing Sample
 Letters (5) of Recommendation.
 One (1) official transcript from each college you have attended (Exception: UNM transcripts).

For Graduate Certificate
Send to Special Education Program (address above)
 Department Application form
 One-page philosophy statement on community participation of persons with autism spectrum disorders (ASD)
 Letters (3) of Recommendation
 One official transcript from each college you have attended (Exception: UNM transcripts)

Requirements

Students are required to take SPCD 601 prior to screening for Ph.D. or Ed.D. SPCD 615 must also be completed as soon as possible. Other specific requirements are stated in program documents, which describe individual programs.

Graduate Degree and Graduate Licensure Programs

Special Education offers a graduate licensure program leading to New Mexico teacher licensure in special education. Admission decisions are based on the application package. Particular attention is paid to the grade point average (a minimum of a 3.0 over the last 60 credit hours for the licensure program and a 3.2 for the master’s degree are required.) Graduate licensure is typically earned through satisfactory completion of 30 credit hours in Special Education in an approved program, including the core courses (15 credit hours) required by the New Mexico Public Education Department Licensure and Preparation Unit. Students are encouraged to choose an area of concentration upon entry to the Special Education Program at the University of New Mexico. The core licensure courses address the same identified content and general competencies across both concentrations (see Table 1 below). However, the student’s concentration of choice will determine the specific courses that fulfill the core content requirements.

Symbols, page 653.
The Master of Arts requires a minimum of 36 credit hours. Students not presently holding a valid teaching certificate may anticipate taking more classes in order to fulfill program requirements. It is strongly recommended that applicants hold or be eligible for a New Mexico teaching certificate. For specific details of the program interested applicants should contact the program coordinator, or the concentration coordinator.

The Special Education graduate and licensure programs’ curricular offerings follow two pathways: 1) Special Education Concentration I in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners and 2) Special Education Concentration II in Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners. A minimum of 36 credit hours at the graduate level is required for each concentration. Up to 45 credit hours at the graduate level may be required based on the student’s educational background. A complete list of concentration course work can be obtained at the program office. Applicants should complete the Special Education application form and indicate their preferences for either Concentration I or Concentration II.

Special Education Concentration I in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners is available for graduate and licensure students. Applicants should complete the Special Education application form and indicate their preference for Concentration I, Mental Retardation and Severe Disabilities. An advisor from within this Concentration will assist the student in selecting appropriate courses, such as:

- SPCD 507 Collaboration for Inclusive Education
- SPCD 511 Social Construction of Disabilities
- SPCD 516 The Brain, Mind and Education
- SPCD 519 The Application of Applied Behavior Analysis in the Special Education Classroom
- SPCD 520 Nature and Needs of Students with Mental Retardation
- SPCD 527 Assessment for Diverse Exceptional Learners: Mental Retardation and Severe Disabilities.

Special Education Concentration II in Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners is available for graduate and licensure students. Applicants should complete their application form and submit it to the Special Education Program, indicating their preference for Concentration II, Learning and Behavioral Exceptionalities. Examples of Concentration II courses are listed below, plus courses from one of several specialization areas: learning disabilities, behavior disorders, early childhood and gifted/twice exceptional. An advisor from this concentration will assist students with course selection and ensure a smooth progression through the program. Examples of concentration II courses are listed below.

- SPCD 501 The Psychology and Education of Exceptional Persons (Prerequisite)
- SPCD 502 At Risk for School Failure and Disabilities (Prerequisite)
- SPCD 503 Instructional Strategies in Special Education
- SPCD 504 Practicum in Special Education
- SPCD 506 Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners
- SPCD 508 Collaboration with Family, School and Community
- SPCD 513 Curriculum Development in Special Education
- SPCD 514 Teaching Reading to Students with Learning and Behavior Exceptionalities
- SPCD 517 Assessment of Diverse Students with Learning and Behavior Exceptionalities
- SPCD 518 Classroom Organization and Positive Behavioral Supports

In conjunction with their advisors, M.A. degree students may choose one of the following capstone experiences to culminate their degree programs: (a) comprehensive examination, (b) M.A. project or (c) M.A. thesis.

Students from outside the Special Education Program seeking a supporting area may select coursework from a Special Education Concentration. An advisor from the selected concentration will assist the student in selecting appropriate courses for the supporting area.

Graduate Certificate in Instruction for Students with Intensive Social, Language, and Behavioral Needs

The Graduate Certificate in Instruction for Students with Intensive Social, Language, and Behavioral Needs is designed for in-service general education and special education teachers, related service professionals (e.g., speech/language pathologist), and parents wishing to acquire advanced instructional skills and knowledge in the area of communication, social, and behavioral interventions for students with significant support needs. The Graduate Certificate program is open to students holding a graduate degree in Special Education and in other related fields (e.g., Speech Language Pathology, Family Studies, Early Childhood Education) at the University of New Mexico, and to individuals who minimally hold a bachelor’s degree and are interested in having specialized training in working with students with social, language, and behavioral needs (e.g., students with autism spectrum disorders [ASD]). To obtain the certificate, students must successfully complete a minimum of 18 credit hours and an approved final capstone project.

Total Required Course work: 18 hours

- SPCD 519 Applied Behavioral Analysis in the Classroom 3
- SPCD 552 Teaching Students with Mental Retardation and Severe Disabilities 3
- SPCD 582 Teaching Students with Intensive Communication Needs 3
- SPCD 583 Introduction to Autism Spectrum Disorders 3
- SPCD 584 Research and Teaching/Intervention in Autism Spectrum Disorders 3
- SPCD 595 Advanced Field Experience 3

Education Specialist Certificate

A sixth year Education Specialist (Ed.Sp.) certificate is also offered. This certificate is available for persons wishing to specialize beyond their M.A. degree in Special Education but for whom the doctorate is not appropriate for his/her career objectives. The Ed.Sp. requires a minimum of 30 hours (primarily in Special Education) beyond the M.A. degree in Special Education, and includes a capstone experience, typically an in-depth project.

Special Education offers both the Ed.D. and Ph.D. degrees. Interested applicants should contact the program for a detailed description.

Special Education (SPCD)

201. Education of the Exceptional Person. (3)

A survey of the characteristics and educational needs of exceptional children. Includes definition, etiology, characteristics and various educational alternatives for each of the exceptionalities.

204. Introduction to Special Education. (2)

Field experience and seminar in special education settings. Required of all undergraduate majors.

SPCD 534 Social Competence, Self Determination and Resiliency
303. Methods and Materials for Students with Mild Disabilities. (3)
To provide the undergraduate special education student with specific strategies and a knowledge of materials which are important in meeting the needs of students with mild disabilities in a variety of classroom settings.
Prerequisite: 201 and 204. Restriction: permission of instructor.

304. Practicum. (1-4 to a maximum of 6) ∆
Emphasis will be on developing a functional understanding of the instructional needs of the mildly handicapped, developing initial competencies in basic skills, content and in affective, academic curriculum and selecting/altering curriculum content for special needs of handicapped learners.
Restriction: permission of instructor.

313. Curriculum for Learners with Disabilities. (2)
Primary focus areas: altering/adapting basic curriculum, implementing behavioral, affective, academic curriculum and selecting/altering curriculum content for special needs of handicapped learners.
Restriction: permission of instructor.

319. Classroom Organization and Management. (3)
Provides future teachers with technical management skills needed to cope with the behaviors of exceptional students across all categories, age groups and service levels. Emphasis on management and organization of environment, instruction, behavior and record keeping.
Restriction: permission of instructor.

383. Education of the Mexican-American: Trends, Issues, Problems. (3)
Educational trends, issues and problems of the Mexican-American and the solutions necessary to alleviate these problems.

391. Problems. (1-3 to a maximum of 6) ∆
Restriction: permission of instructor.

420/520. Introduction to Mental Retardation. (3)
Introductory course on social, medical, emotional, physical and cognitive characteristics of people with mental retardation. Emphasizes classification, diagnosis and treatment from medical, psychological, sociological and educational points of view.

430/530. Introduction to Students with Emotional and Behavioral Disorders. (3)
Introductory course on characteristics of emotionally or behaviorally disordered children. Emphasis on historical development, identification, behavioral description, classification, assessment and an introduction to intervention strategies in various therapeutic environments.

440/540. Introduction to Learning Disabilities. (3)
Covers the characteristics of persons with learning disabilities. Emphasis on the historical development of the field, definitions, etiologies, characteristics, diagnosis and research findings about assessment and instructional approaches.

450/550. Introduction to Early Childhood Special Education. (3)
Course overviews the nature and history of the field of early childhood special education. Emphasis is given to typical and atypical development as this relates to young children with delays/exceptionalities birth to age 8.
Restriction: permission of instructor.
504. Practicum in Special Education. (1-6 to a maximum of 9) Δ Supervised experience with exceptional persons. May be repeated to a maximum of 6 credit hours total for Masters Plan I and a maximum of 12 credit hours total for Masters Plan II. Restriction: major in Special Education Ed.D., M.A., or Ph.D. program and permission of instructor.

505. Seminars in Special Education. (3, no limit) Δ Research in current trends in the various topic areas of special education.

506. Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners. (3) Introduces students to instructional methods and materials to foster thinking skills including: creative and critical thinking, decision making and problem solving. Also covers theories of group development and multiple intelligences.

507. Collaboration for Inclusive Education. (3) This course addresses issues surrounding the inclusion of students with exceptionalities into general education. The course will include an examination of the sociocultural context of inclusion, methods and materials and strategies for collaboration.

508. Collaboration with Family, School and Community. (3) Explores family issues and environmental variables related to assessment and community influences of family members, especially students at risk of failure and who have exceptionalities. Home, school and community interventions are also presented.

510. Special Education Law. (3) This course explores the legal rights and responsibilities of special educators in their actions with students who have exceptionalities and the families of those students. The course includes study of applicable Constitutional law, statutes, regulations and interpretive case law.

511. Social Construction of Disabilities. (3) This course explores the concept of disability as a "social construction" from a variety of perspectives: historical, educational, bureaucratic, cultural and linguistic, gender and from that of the individual.

512. Career Development/Transition Across the Lifespan. (3) Course focuses on lifespan movement of students with exceptionalities through preK–16 system to employment and adult life. Participants will identify essential curricula, make critical linkages within the communities and prepare transition plans within the IEP.

513. Curriculum Development in Special Education. (3) Provides the special education teacher with a theoretical background and practical experience in the use of a model of curriculum development, task analysis and evaluation of pupil progress.

514. Teaching Reading to Students with Learning and Behavior Exceptionalities. (3) Focus is on specific materials, techniques and programs that have been adapted or developed for learners with severe problems in reading. Includes depth in direct instruction, cognitive/behavioral merged approaches and multisensory approaches.

515. Mathematics/Science Instruction for Diverse Exceptional Learners. (3) This hands-on class teaches methods and materials for working with exceptional students in the areas of mathematics and science. Connected to CEC instructional content and practice standards.

516. The Brain, Mind and Education. (3) This course focuses on the neurology of learning and disability. Students will study evolving knowledge and concepts of the brain and central nervous system and consider neuroscience applications to education and supports for students with disabilities.

517. Assessment of Diverse Students with Learning and Behavior Exceptionalities. (3) Reviews special education eligibility assessment and instructional assessment. Focuses on knowledge and skills necessary for (a) interpreting and applying formal assessment data and (b) designing and monitoring instruction of diverse students with learning and behavior exceptionalities.

518. Classroom Organization and Positive Behavioral Supports. (3) The course promotes the area of positive support interventions and environmental management. It includes procedures for organizing and managing a classroom as well as behavioral techniques that foster successful student behavior.

519. The Application of Applied Behavior Analysis in the Special Education Classroom. (3) Students are taught the use of behavioral technology to manage academic and social behavior in the classroom.

520/.420. Introduction to Mental Retardation. (3) Introductory course on social, medical, emotional, physical and mental characteristics of people with mental retardation. Emphasizes classification, diagnosis and treatment from medical, psychological, sociological and educational points of view.

523. Teaching Students with Mental Disorders and Mental Retardation or Severe Disabilities. (3) Examines a range of interventions for students with mental disorders and mental retardation or severe disabilities. Focus is on developing appropriate supports for individuals with both mental disorders and cognitive or severe disabilities. Prerequisite: 420 or 520.

524. Advocacy and Empowerment with Individuals with Mental Retardation or Severe Disabilities. (3) Examines advocacy and empowerment with individuals with mental retardation and severe disabilities, including related legislation, supports and interdependence, self-determination, influence of culture, and strategies that increase school-age individuals' involvement in their education.

525. Legal Rights of Persons with Disabilities. (3) Study of substantive law in areas affecting the lives of exceptional persons and an analysis of the legal and practical reasons for the law's involvement.

526. Motor Assessment for Individuals with Disabilities. (3) (Also offered as PEP 526.) 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.

527. Assessment for Diverse Exceptional Learners: Mental Retardation and Severe Disabilities. (3) This course exposes students to a variety of assessment methods appropriate for use with diverse exceptional learners, including those with mental retardation and severe disabilities. Emphasis will be placed on assessments which provide direction for instruction.

528. Sexuality Education for Individuals with Disabilities. (3) Contemporary and historical study of social development and sexuality education and expression, including: attitudes toward sexuality and disability; anatomy and physiology; myths; teaching strategies; roles of schools and others; and legal issues.

529/.467. Physical Disabilities and Causes. (3) (Also offered as PEP 529.) Investigation of etiology, characteristics and treatment appropriate for individuals with physical disabilities who are in public sector, schools and exercise programs. Prerequisite: 201.
530./430. Introduction to Students with Emotional and Behavioral Disorders. (3)

Introductory course on characteristics of emotionally or behaviorally disordered children. Emphasis on historical development, identification, behavioral description, classification, assessment and an introduction to intervention strategies in various therapeutic environments.

532. Education and Transition of Students with Emotional and Behavioral Disorders. (3)

Instruction in development and maintenance of educational intervention programs for children with behavioral disorders. Emphasis on philosophical approach, intervention strategies, environmental arrangement, program organization, behavior management, classroom management, parent involvement, transition procedures and case conferencing.

534. Social Competence, Self Determination and Resiliency. (3)

Review of the history of social competence and self-determination skills training for children/youth receiving special education services. Provides experiences in group training and individualized programming. Related information concerning resiliency among children/youth.

540./440. Introduction to Early Childhood Special Education. (3)

Designed to give an overview of general programming concerns for students with mental retardation. Perspectives from bilingual education, bilingual special education and mental retardation are included.

541. Teaching Young Children with Exceptionalities. (3)

Overviews teaching/intervention approaches for children with learning disabilities birth to age 8. Covers methods/materials/procedures appropriate for these children.

542. Teaching Individuals with Learning Disabilities. (3)

Covers the primary approaches developed and adapted for K–16 students with learning disabilities. Includes major instructional models, teaching methods, specific techniques and materials that have been empirically proven effective for these students.

Prerequisite: permission of instructor, program majors only.

543. Teaching in Multicultural Contexts. (3)

Covers the characteristics of persons with learning disabilities. Emphasis on the historical development of the field, definitions, etiologies, characteristics, diagnosis and research findings about assessment and instructional approaches.

544. Teaching in Transdisciplinary Contexts. (3)

This course is an overview of the interface between language, culture and disability. Content supports those making decisions in referral and education of culturally and linguistically diverse exceptional students.

550./450. Introduction to Early Childhood Special Education. (3)

Course overviews the nature and history of the field of early childhood special education. Emphasis is given to typical and atypical development as this relates to young children with delays/exceptionalities birth to age 8.

551. Teaching Young Children with Exceptionalities. (3)

Overviews teaching/intervention approaches for children with exceptionalities from birth to age 8. Covers methods/materials/procedures appropriate for these children in a variety of settings. Also addresses strategies for working with families in transdisciplinary contexts.

552./452. Teaching Students with Mental Retardation and Severe Disabilities. (3)

Designed to give an overview of general programming considerations for students with mental retardation. Students are to demonstrate competencies in writing instructional objectives, task analysis, instructional program design and in developing evaluation procedures for instructional programs.

553. Advanced Field Seminar: ECSE-Elementary Special Education. (3)

Refines and enhances students' knowledge and skills by applying learned principles and strategies to real and simulated cases. Students videotape and analyze their teaching. Questions and issues specific to on-site teaching are identified and addressed.

554. ECSE-Elementary Special Education Extended Study: _____ (1-3, no limit)

Special in-depth offerings on various areas of interest (e.g., trauma, bilingualism) linked to material presented in other ECSE courses.

559. Cultural and Linguistic Diversity among Individuals with Mental Retardation. (3)

This course addresses issues of cultural and linguistic diversity among individuals with mental retardation. Perspectives from bilingual education, bilingual special education and mental retardation are included.

560. Introduction to Bilingual/Multicultural Special Education. (3)

This course is an overview of the interface between language, culture and disability. Content supports those making decisions in referral and education of culturally and linguistically diverse exceptional students.

561L. Educational Diagnosis: Diagnostic Assessment of Young Children. (3)

Explores issues related to the educational diagnosis of young children, including standardized assessment procedures, family issues and factors impacting development. Prerequisite: 564. Restriction: permission of instructor.

562. Teaching Bilingual/Multicultural Special Education. (3)

This hands-on course provides teachers with ESL and native language instructional strategies for working with culturally and linguistically diverse students. Theory and practice are integrated for effective program planning and teaching.

563L. Educational Diagnosis: Multidisciplinary Collaboration for Diagnostic Assessment. (3)

Emphasis on working with multidisciplinary teams for educational diagnosis of students and integration of assessment information from related service providers. Prerequisite: 564. Restriction: permission of instructor.

564L. Educational Diagnosis: Introduction to Assessment for Eligibility for Special Education Supports. (3)

Examination of issues related to the educational assessment and diagnosis of students for eligibility for special education supports. Restriction: permission of instructor.

565./465. Art and the Exceptional Child. (3)

(Also offered as ARTE 565.) Study of the special use of art activities with exceptional children along with practicum experience in field situations. Lab fee.

566L. Educational Diagnosis: Differential Diagnosis I [Differential Diagnosis I.] (3)

Designed to develop competencies in administration, scoring and diagnostic interpretation of various individual tests of intelligence. Adaptive behavior rating scales will be included to supplement the diagnostic evaluation.

567L. Educational Diagnosis: Differential Diagnosis II [Differential Diagnosis II.] (3)

Designed to teach educational diagnosticians to be proficient in administration and interpretation of tests in the areas of language aptitudes, self-concept and learning processes. Prerequisite: 566L.

568L. Educational Diagnosis: Diagnostic Assessment of Culturally and Linguistically Diverse Students [Diagnostic Assessment of Multicultural Exceptional Children.] (3)

Specifically designed for the educational diagnostician to develop skills necessary for the educational evaluation and programming of children whose language and/or culture is other than English. Prerequisite: 566L.
569L. Educational Diagnosis: Clinical Internship. (1-6 to a maximum of 6) △
Supervised community-based experience in educational diagnosis (primarily in public school system). Designed to provide opportunities for direct application of theoretical and practical knowledge.
Prerequisite: 566L and 567L and 568L. Restriction: permission of instructor.

570/470. Introduction to Gifted Education. (3)
Introductory course focused on gifted and talented children and youth. Emphasis placed on (a) historical development of the field; (b) characteristics and identification; (c) academic and social/emotional needs; and (d) educational programs and interventions. 470/570 is a recommended prerequisite to other courses in gifted education.

574. Teaching Twice-Exceptional Learners. (3)
Focuses on the educational needs of twice-exceptional learners, that is, gifted students with learning and behavioral difficulties. Issues related to characteristics, identification and instructional interventions to simultaneously address the giftedness and the disability are explored.

576. Instructional Strategies for Gifted Students. (3)
This application-based course presents instructional strategies designed to address the unique learning needs of gifted students. These differentiated instructional strategies include modifications in content, process, products and environment. Access to gifted/talented students is required.
Prerequisite: 470 or 570.

577. Curriculum for Gifted Students. (3)
This course focuses on the development of appropriate curriculum (i.e., courses and units for gifted students tied to benchmarks and standards. Topics include models for curriculum development, integrative/interdisciplinary curriculum, pre-packaged curricular materials and problem-based curriculum.
Prerequisite: (470 or 570) and 576. Restriction: permission of instructor.

582. Teaching Students with Intensive Communication Needs. (3)
This course explores the identification, assessment and facilitation of the development and function of communication in educational settings. For young children, and those with severe disabilities, communication through alternative means to oral language is paramount.

583. Introduction to Autism Spectrum Disorders. (3)
Introductory course on social, communication, and behavioral characteristics of students with autism spectrum disorder (ASD). Emphasis on intervention models, curricular issues, and instructional practices used in the education of students with ASD.

584. Research and Teaching/Intervention in Autism Spectrum Disorders. (3)
Provides students with an in-depth knowledge of evidence-based teaching/intervention strategies for students with ASD. Includes critique of published studies in this area and hands-on activities. Focuses on specific techniques/programs designed for ASD students.

585. Math Methods for Students with Mental Retardation and Severe Disabilities. (3)
This course addresses the teaching of mathematics to students with mental retardation and severe disabilities and emphasizes assessment, the developmental sequence of math skill acquisition, and research-based strategies for teaching skills using a conceptual approach.
Prerequisite: 420 or 520.

586. Differentiating Reading Instruction in Inclusive Settings for Students with Mental Retardation and Severe Disabilities. (3)
This course addresses the basic components of planning and teaching reading in inclusive classrooms, emphasizing strategies for differentiating instruction for learners with a range of needed intensities of supports using evidence-based reading methods.

587. Reading Methods for Students with Mental Retardation and Severe Disabilities. (3)
Designed to teach selection and implementation of appropriate reading instruction approaches for individuals with mental retardation or severe disabilities. Includes examination of varied formal and informal reading assessments and planning and organization of reading instruction.

588. Organization and Supervision of Special Education Programs. (3)
This course will explore administrative, managerial and supervisory theories and strategies related to special education programs and services. Participants will acquire leadership concepts, skills, strategies and trends for administration of these programs and services.

589. Teaching Exceptional Students in General Education. (1-3 to a maximum of 3) △
This course is specifically designed for general education majors with no minor in special education. It provides information about student characteristics, legal issues, resources, parent partnerships, and appropriate modifications in curriculum, instruction, and behavioral supports.

591. Problems. (1-3 to a maximum of 12) △
May be repeated to a maximum of 6 credit hours for Masters Plan I and a maximum of 12 credit hours for Masters Plan II. Restriction: permission of instructor.

592. Workshops in Special Education. (1-4 to a maximum of 9) △
May be repeated to a maximum of 5 credit hours for Masters Plan I and a maximum of 8 credit hours for Masters Plan II.

593. Topics. (1-3, no limit) △

595. Advanced Field Experience. (3-6 to a maximum of 12) △
Planned and supervised professional laboratory experiences in agencies or institutional settings. Restriction: permission of instructor.

596L. Educational Diagnosis: Advanced Application of Skills. (1 to a maximum of 3) △
Provides experiential practice to prepare students to select, administer, and score standardized assessments used for educational diagnosis. Restriction: permission of instructor.

598. Directed Readings in Special Education. (1-3 to a maximum of 6) △
Independent readings to be arranged collaboratively with individual faculty member. Student will develop an Individual Performance Contract with a faculty member to determine the key readings and to delineate the final product to be produced. Open to Special Education graduate students only. Restriction: permission of instructor.

599. Master’s Thesis. (1-6, no limit) △
Offered on a CR/NC basis only. Restriction: permission of instructor.

601. Professional Seminar in Special Education. (3)
A seminar for post-master’s students in special education degree programs. It is recommended this seminar be taken during the first semester of enrollment. Restriction: permission of instructor.

615. Trends and Issues in Special Education. (3)
Culminating course in doctoral program in special education. Designed as experience in applying acquired knowledge and skills to current issues and trends in the field of special education. Restriction: admission to post-master’s work in Special Education.
Multicultural Teacher and Childhood Education

Programs: Elementary Education; Secondary Education; B.S.Ed. in Elementary Education; M.A. in Elementary Education; B.S.Ed. in Secondary Education; M.A. in Secondary Education; Educational Specialist Certificate in Curriculum and Instruction

Aspiring teachers may seek initial teacher licensure in our Elementary or Secondary Education Programs. In addition to baccalaureate degrees with standard licensure, we also offer graduate students licensure within the M.A. with the Alternative Route to Licensure Program.

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

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

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

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

Elementary Education

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

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

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

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

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

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

Introduction

The UNM Department of Teacher Education supports educators at all stages of their careers to become qualified, competent and caring professionals in the diverse classrooms of New Mexico.
Minimum Criteria for Undergraduate Application to the Elementary Education Program

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

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

Elementary Education Curriculum

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

7. Fine Arts (6 hours)
   Select ARTE 214 or 414 and MUSE 298
8. Pre-professional Study (9 hours)
   EDPY 303, LLSS 443, MSET 365

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

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

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

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

Teaching Fields

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

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

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

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

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

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

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

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

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

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

Graduate Study

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

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

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

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

Degrees Offered
M.A. Elementary Education

Professional Prerequisites for Graduate Study
The M.A. in Elementary Education is for those who already hold an elementary teaching license.

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

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

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

*can be taken for Graduate credit with appropriate approvals.

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

Research Core (choose 1) 3
EDUC 500 Research Applications to Education 3
EDPY 500 Survey of Research Methods in Education 3

EDPY 502 Survey of Statistics in Education 3
EDPY 572 Classroom Assessment 3
LLSS 501 Practitioner Research 3
LLSS 502 Naturalistic Inquiry 3

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

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

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

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

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

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

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

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

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

Plan 1: 26 hours plus 6 credit hours of thesis plus Final Oral Examination

Plan 2: 32 credit hours including Problems Course EDUC 591.

Master of Arts in Elementary Education Core Requirements:
- EDUC 500 or EdPsy 500 Research Applied to Education
- ECME 574 Early Childhood Curriculum
- ECME 579 Seminar in Early Childhood Education
- LLSS 583 Education Across Cultures of the Southwest
- EDUC 591 Problems in Early Childhood Education

(Note: problems course must be taken with an ECME faculty).

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

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

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

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

MSET Concentration (Plan I) 33 hours

MSET 512 Technology and the Learning Process 3

Curriculum (Choose 1)
- MSET 511 Curriculum in the Elementary School 3
- MSET 542 Principles of Curriculum Development

Instructional Strategies (Choose 1)
- MSET 500 Advanced Instructional Strategies
- MSET 515 Teaching Environmental Education

Diversity (Choose 1)
- MSET 525 Multicultural Environmental Education
- LLSS 557 Language, Culture and Mathematics
- LLSS 583 Education Across Cultures in the Southwest

Research (Choose 1)
- EDUC 500 Research Applications to Education
- EDPY 500 Survey of Research Methods in Education
- EDPY 502 Survey of Statistics in Education
- EDPY 511 Introductory Educational Statistics
- LLSS 501 Practitioner Research
- LLSS 502 Naturalistic Inquiry

Thesis
- MSET 599 Master’s Thesis 6

Elective Content Courses 12

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

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

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

Secondary Education

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

Undergraduate Program Advisement

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

Admission Information

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

Undergraduate Study

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

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

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

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

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

Students must meet with a College of Education Academic Advisor for initial consultation about their program, and their secondary faculty advisor through out their program. The Secondary Education faculty advisor must approve enrollment into the professional licensure courses that are offered in a fall/spring sequence.
General Education Requirements (66 hours)

General education requirements include the following disciplines and courses:

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

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

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

Secondary Education Concentration—Teaching Field Requirements

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

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

Concentration-Teaching Field in Communicative Arts Education (54 hours): This concentration-teaching field includes interdisciplinary study in literature, writing, communication and journalism and theatre arts. Course requirements include the following:

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

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

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

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

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

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

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

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

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

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

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

1. Core Courses (32 hours): BIOL 201, BIOL 202, CHEM 121 and 123L, CHEM 122 and 124L, EPS 101/105L, EPS 200, PHYC 151L, PHYC 152L
2. Support for Emphasis Area (20-26 hours, 12 hours at 300 level or above):
   - Select from the following:
     EPS 225, EPS 250 or EPS 255L, EPS 301/302L, EPS 303L, EPS 304L, EPS 307L, EPS 333 or 481L, EPS 365 or ASTR 101/101L, EPS 352

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

Concentration-Teaching Field in Mathematics Education (36 hours): This concentration teaching field requires mathematics courses that enable students to develop proficiencies in calculus, algebra, geometry, probability and statistics, computer applications, application of mathematics and history of mathematics. Course requirements include the following:
2. MATH Elective Options (6 hours): Select from 300, 308, 309, 317, 318, 319, 350

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

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

Other Content Areas/Endorsement Programs of Studies Available for Secondary Education Majors

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

Teaching Field in Fine Arts–Dance (36 hours): Completion of this teaching field leads to an endorsement in Fine Arts–Dance. This program is administered by the Secondary Education Program, but students should seek advisement early in the program from both the College of Education and the Department of Theatre and Dance. Requirements may change. See the Theatre and Dance advisor for current information.

Current course requirements include the following (at least 12 credit hours at the 300 level or above):
DANC 105, 212, 250, 311, 416, 462 or 463, 14 hours of dance technique (8 hours must be in Modern, the other hours must be completed in three of the following areas: Ballet, Ethnic, Folk, Jazz or Tap) DANC 105, 212, 250,
311, 416, 462 or 463, 14 hours of dance technique (8 hours must be in Modern, the other hours must be completed in three of the following areas: Ballet, Ethnic, Folk, Jazz or Tap).

Teaching Field in Fine Arts-Theatre (36 hours): Completion of this teaching field leads to an endorsement in Fine Arts-Theatre. This program is administered by the Secondary Education Program, but students should seek advisement early in the program from both the College of Education and the Department of Theatre and Dance. Requirements may change. See the Theatre and Dance advisor for current information.

Current course requirements include the following (at least 12 credit hours at the 300 level or above):
THEA 120, 121, 122, 192, 194, 196, 223, 224, 403, 418 and 419.

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

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

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

Professional Education Requirements (27 hours)

The following professional education sequence is required of all undergraduate students pursuing a secondary education major and eligibility for an initial teaching license for grades 7-12. The two-semester sequence includes consecutive fall and spring semesters of the same academic year (i.e., teaching experiences and related courses). In order to qualify for the professional education sequence, students should complete all general education and concentration-teaching field requirements. However, if space is available and other requirements have been met, students may be allowed with faculty approval to proceed into the professional education sequence if lacking no more than six hours total of all other requirements. Students must achieve a 2.5 GPA in their general education courses, a 2.5 GPA in their concentration-teaching field courses, and a 3.0 overall GPA in their professional education courses to advance to student teaching.
Professional Education Courses

SPCD 499  Working with Special Needs Populations  3
EDUC 438  Teaching Reading in the Content Field  3
EDUC 362  Teaching Experience I (offered Fall only)  3
EDUC 450  Issues in Secondary Education (offered Fall only)  3
One of the following teaching-field methods courses (offered Fall only):  3
   MSET 429  Teaching of Secondary Mathematics
   MSET 431  Teaching of Secondary Sciences
   LLSS 432  Teaching of Social Studies
   LLSS 436  Teaching of English
   LLSS* 480  Second Language Pedagogy

Student Teaching Courses (offered Spring only)

EDUC 462  Student Teaching  9
EDUC 464  Student Teaching Seminar  3

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

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

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

Graduate Programs

The University of New Mexico also offers graduate programs developed to assist teachers as they acquire skills and abilities in the classroom. Application to these graduate programs requires licensure or experience in secondary education. Steps in the admission process for MA degrees in Secondary Education can be found at our department website: http://ted.unm.edu/secondary. For information on a graduate application contact:

Department of Teacher Education
Hokona Hall-Zuni, Room 121
(505) 277-4533
ted@unm.edu
http://ted.unm.edu

Application Deadlines

Summer session: March 1
Fall semester: March 1
Spring semester: October 1

Applications after these dates will be considered on a needs and space available basis.

M.A. in Secondary Education

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

Curriculum Requirements for Plan I and Plan II

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

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

Master of Arts Program with Licensure (Plan II only)

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

Basic Requirements, all M.A. applicants

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

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

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

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

Standard Licensure Component (24 hours):

1.  EDPY 303/503 Human Growth and Development 3
2.  EDUC 438
   or LLSS 538 Teaching Reading and Writing in the Content Field 3
3.  SPCD 507 Collaboration for Inclusive Education 3

The following courses are offered Fall only:

4.  EDUC 362 Teaching Experience I 3
5.  EDUC 493 T: Issues in Secondary Education 3
6.  One of the following methods courses:
   3
   - MSET 432 Teaching of the Sciences
   - MSET 433 Teaching of Social Studies
   - LLSS 436 Teaching of English
   - LLSS *480 Second Language Pedagogy

The following course should be taken during Spring only.

7.  EDUC 595 Advanced Field Experience 6

Optional Alternative Licensure Component (18 hours):
(For Secondary Education Graduate Students Seeking Alternative Licensure Only)

1.  EDUC 438
   or LLSS 538 Teaching Reading and Writing in the Content Field 3
2.  SPCD 507 Collaboration for Inclusive Education 3

The following courses are offered Fall only:

3.  EDUC 362 Teaching Experience I 3
4.  EDUC 493 T: Issues in Secondary Education 3
5.  One of the following methods courses:
   3
   - MSET *429 Teaching of Secondary Mathematics
   - MSET 433 Teaching of Social Studies
   - LLSS 436 Teaching of English
   - LLSS *480 Second Language Pedagogy

*can be taken for Graduate credit with appropriate approval

The following course should be taken during Spring only.

6.  EDUC 595 Advanced Field Experience 3

All students pursuing a Master's degree program with licensure must complete a core of graduate courses, including classes in: a) educational research; b) curricular studies in a general or specialty area; c) pedagogical practices in a general or specialty area; d) educational diversity; and e) synthesis seminar. Students may also complete up to 6 hours in more in related coursework. More information is available on applicable courses from Secondary Education Faculty Advisors and the programs of study. Students must consult with a secondary education faculty advisor and complete an approved program of studies early in their program.

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

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

Multicultural Teacher and Childhood Education Doctoral Degree

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

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

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

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

Application Deadlines

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

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

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

Educational Specialist Certificate

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

For more information contact:
Department of Teacher Education
Hokona Hall-Zuni, Room 121
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Department of Teacher Education Courses

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

Symbols, page 653.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>220.</td>
<td>Exploring Schools and Teaching. (2)</td>
<td>This course is open to all University students interested in exploring schools, teaching, contemporary education issues and teaching as a profession.</td>
</tr>
<tr>
<td>291.</td>
<td>[CMTE 291.] Problems. (1-3 to a maximum of 3)</td>
<td>Restriction: permission of instructor.</td>
</tr>
<tr>
<td>293.</td>
<td>Topics in Education. (1-3, no limit)</td>
<td>Various topics related to education from an interdisciplinary perspective.</td>
</tr>
<tr>
<td>296.</td>
<td>Internship. (3-6 to a maximum of 12)</td>
<td></td>
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<tr>
<td>313.</td>
<td>Developmental, Psychological and Social Issues in Education. (6)</td>
<td>Designed to meet the New Mexico State Board of Education entry-level competencies for teachers. Considers the critical and controversial issues in human development, learning and social problems in education.</td>
</tr>
<tr>
<td>321L.</td>
<td>Teaching of Social Studies in the Elementary School. (3)</td>
<td>Development of conceptual framework for study of community-based curriculum with emphasis on the diverse cultures of the southwest and value clarification. Supervised work with children allows for in-depth analysis of both content and process. Three lectures, 1 hr. lab.</td>
</tr>
<tr>
<td>330L.</td>
<td>Teaching of Reading. (3)</td>
<td>Study of reading process for emergent and intermediate readers focusing on: cueing systems, assessment, family and community contexts, language, culture and instruction in individual and small group settings. Lab includes supervised tutoring and discussion group.</td>
</tr>
<tr>
<td>331L.</td>
<td>Teaching of Reading in the Elementary School. (3)</td>
<td>Establishing a theoretical framework for exploring various approaches to reading/language development, instruction and evaluation in multicultural classroom settings. Three lectures, 1 hr. lab.</td>
</tr>
<tr>
<td>333L.</td>
<td>Teaching Oral and Written Language in the Elementary School. (3)</td>
<td>Study of oral and written forms of language. Background theory in language development and use in teacher-child interactions is presented and followed by carefully designed experiences with children. Three lectures, 1 hr. lab.</td>
</tr>
<tr>
<td>353L.</td>
<td>Teaching of Science in the Elementary School. (3)</td>
<td>Methods, processes, content and management of children’s science observation, exploration, discovery and invention; attitudes of inquiry and wonderment. Science integrated with math and other areas of life. Three lectures, 1 hr. lab.</td>
</tr>
<tr>
<td>361L.</td>
<td>Teaching of Mathematics in the Elementary School. (3)</td>
<td>Strategies and materials appropriate for traditional and innovative instructional programs in elementary school mathematics. Supervised work with children allows for in-depth analysis of both content and process. Pre-or corequisites: Math 111 and 112 and (MATH 121 or MATH 215).</td>
</tr>
<tr>
<td>362.</td>
<td>Teaching Experience I. (3)</td>
<td>An early experience working in the schools to develop familiarity with students and the school culture. Seminar with six hours of field work weekly. Offered on a CR/NC basis only.</td>
</tr>
<tr>
<td>391./591.</td>
<td>[CMTE 391./591.] Problems. (1-3 to a maximum of 3)</td>
<td>(Also offered as MSET 391.)</td>
</tr>
<tr>
<td>400.</td>
<td>Student Teaching in the Elementary School. (1-2-3-6)</td>
<td>Pre-or corequisites: 321L or 333L or 353L or 361L. Additional requirements are listed in previous section entitled “Student Teaching.” Offered on a CR/NC basis only. Restriction: admitted to Elementary Education.</td>
</tr>
<tr>
<td>421.</td>
<td>The Social Studies Program in the Elementary School. (Estudios Sociales en las Escuela Primaria.)</td>
<td>(1-3 to a maximum of 3) Overview and development of the social studies curriculum within the contexts of the elementary school program and multicultural community settings.</td>
</tr>
<tr>
<td>438.</td>
<td>Teaching Reading and Writing in the Content Field. (3)</td>
<td>Course explores issues of literacy development (i.e., reading, writing, listening and speaking) across core content areas of school curriculum. Required in secondary teacher education for all content specialization areas. Restriction: permission of the department.</td>
</tr>
<tr>
<td>453.</td>
<td>The Science Program in the Elementary School.</td>
<td>(1-3 to a maximum of 3)</td>
</tr>
<tr>
<td>461.</td>
<td>The Mathematics Program in the Elementary School.</td>
<td>(1-3 to a maximum of 3)</td>
</tr>
<tr>
<td>462.</td>
<td>Student Teaching. (3-6-9-12 to a maximum of 15)</td>
<td>Observation and teaching in secondary schools for one or more semesters. Weekly seminar meetings required with University supervisors. Prerequisite: 362.</td>
</tr>
<tr>
<td>464.</td>
<td>Student Teaching Seminar. (3)</td>
<td>A seminar linked to student teaching to address issues of teaching as a profession. Corequisite: 462.</td>
</tr>
<tr>
<td>492.</td>
<td>[CMTE 492.] Workshop. (Taller Pedagogico.)</td>
<td>(1-4 to a maximum of 9) (Also offered as MSET 492.)</td>
</tr>
<tr>
<td>493./593.</td>
<td>Topics. (1-3, no limit)</td>
<td>Undergraduate and or graduate credit for students in Teacher Education working with faculty in specific topics identified by the course title.</td>
</tr>
<tr>
<td>493./593.</td>
<td>[CMTE 493.] Topics in Education.</td>
<td>(1-6, no limit) Various topics related to education from an interdisciplinary perspective.</td>
</tr>
<tr>
<td>495.</td>
<td>[CMTE 495.] Field Experience.</td>
<td>(3-6 to a maximum of 12) (Also offered as MSET 495.) Planned and supervised professional laboratory or field experiences in agency or institutional setting.</td>
</tr>
<tr>
<td>497.</td>
<td>[CMTE 497.] Reading and Research in Honors.</td>
<td>(3-6 to a maximum of 6) Restriction: permission of the major advisor.</td>
</tr>
</tbody>
</table>
| 500. | Research Applications to Education. (3) | An exploration of the forms of research in teaching and learning. Students have opportunities to identify types of research and determine the significance of the conclusions of research.
501. High School Curriculum. (3)
Inquiry into high school curriculum with a focus on organization, models, goals setting, and evaluation.

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

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

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

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

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

531. The Reading Program in the Elementary School. (El Programa de Lectura en la Escuela Primaria.) (1-3 to a maximum of 3) ∆
Prerequisite: 391L.

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

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

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

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

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

592. [CMTE 592.] Workshop. (1-4 to a maximum of 5) ∆

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

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

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

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

597. [CMTE 597.] Directed Readings in Secondary and Adult Teacher Education. (3-6 to a maximum of 6) ∆

598. [CMTE 598.] Directed Reading in Elementary Education. (3-6 to a maximum of 6) ∆

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

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

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

608. [CMTE 698.] Directed Readings in Elementary/Secondary Teacher Education. (3-6 to a maximum of 12) ∆

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

Mathematics, Science and Educational Technology (MSET)

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

391./591. Problems. (1-3)
(Also offered as EDUC 391.)

429. Teaching of Secondary Mathematics. (3)
Corequisite: EDUC 362. Restriction: permission of instructor.

431. Teaching of Secondary Sciences. (3)
The methods, processes, content, assessment and management of inquiry-based learning for the secondary science classroom. (Grades 7–12).

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

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

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

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

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

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

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

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

591./391. Problems. (1-3 to a maximum of 12)

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

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

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

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

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

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

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