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 socioeconomic factors, 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)
Courses on a wide variety of topics about art education are offered according to interest and need. Different sections indicate different topics. Special fee required.

500. History & Philosophies of Art Education. (3)
An introduction to major historical beliefs, values, philosophies and practices that inform contemporary art and art education programs and practices. Special fee required.

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

520./420. 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.

530./430. Studio Art in the School:__________. (1-3 to a maximum of 12) ∆
Studio art for school settings. Different offerings indicate different studio areas, e.g., Studio Art in the Schools: Clay. May be taken up to three times in one studio area; third time in one area requires instructor and program coordinator approval. Special fee required.

565./465. Art and the Exceptional Child. (3)
(Also offered as SPCD 565.) Study of the special use of art activities with exceptional children along with practicum experience in field situations. Special fee required.

566./466. 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.

568. Image and Imagination in Art Education. (3)
Metaphorical aspects of art, art in the construction of self and realities, and image making. Examines relationships among image and imagination, art and art education. Special fee required.

570. Art in Multicultural Education. (3)

572. Art Criticism & Aesthetics for Teachers. (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.

585. Research Applied to Art Education. (3)
Examination of the assumptions, methods, results and applications of research in art education. Special fee required.

590. Current Trends and Issues in Art Education. (3)
Examination of the contemporary developments, trends and issues in the field of art education as they relate to society, education and art. Special fee required.

591./391. Problems. (1-3 to a maximum of 6) ∆
Individual research into an area in art education proposed by the student and conducted under the direction of a professor. Special fee required. Restriction: permission of instructor.

593./493. Topics. (1-3, no limit) ∆
Specialized courses about a particular topic in art education. A wide variety of topic courses is offered according to demand. Different sections indicate different topic content. Special fee required.

595. Advanced Field Experiences. (3-6 to a maximum of 12) ∆
Individual observation, teaching, residency in an art education field situation under the supervision of a professor. Restriction: permission of instructor.

598. Directed Readings in Art Education. (1-3 to a maximum of 6) ∆
Restriction: permission of instructor.

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

Footnote: 1 A maximum of 15 hours of student teaching combined (all levels) is allowed.

ATHLETIC TRAINING

Gloria Napper-Owen, Department Chairperson
Department of Health, Exercise and Sports Science
Athletic Training, 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.

COUNSELOR EDUCATION

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

Associate Professor
Deborah Rifenbary, Ed.D., University of Virginia

Assistant Professor
Jeannmarie Keim, Ph.D., Arizona State University
David Olguin, Ph.D., University of New Orleans

The Mission
The Counselor Education Program prepares students to address the counseling and human development needs of a pluralistic society. The program recruits and retains students who reflect the broad range of diversity found in New Mexico. Students graduate with knowledge and skills in core competency areas that include: professional identity, ethics,
Journalism and mass communication study areas focus on the practical aspects of mass media with an emphasis on professional ethics, constructive relationships, and the ethical and social responsibilities of the mass media. These programs also prepare students for careers in the media. Students may choose from majors in print journalism or broadcast journalism. A minor in连连巴巴্স could serve as a complement to these majors. It is expected that students in these fields will also complete a minor or a second major to provide additional skills and broaden their application in the fields of mass communication.

Online offerings: Undergraduate J & MC courses are not offered online. Graduate J & MC courses are offered online.

Critical Issues in Journalism and Mass Communication

The critical issues in journalism and mass communication are the ethical, social, and economic concerns of the mass media. These include questions of truth, fairness, responsibility, and accountability. Journalists and mass communicators have a responsibility to report the news accurately and objectively, to respect the privacy of individuals, and to serve the public good. The challenge is to balance these responsibilities with the need for competitiveness and commercial success. The issue of media ownership is of particular concern, as media owners have a vested interest in the success of their enterprise. The role of the media in society is also a critical issue. Journalists and mass communicators must be aware of the impact of their work on the public and on their own communities.

Graduate Program

The master’s program in journalism and mass communication is a one-year program. The curriculum includes courses in the history and theory of journalism and mass communication, as well as courses in the practical aspects of the field. Students also have the opportunity to pursue an area of specialization.

Admission

Admission to the program is based on a review of the student's application, including transcripts, letters of recommendation, and a statement of purpose. The program is open to students with a bachelor’s degree in any field, but a strong background in journalism or mass communication is desirable. Students must also have a minimum GPA of 3.0 on a 4.0 scale.

The Doctorate in Communication and Media Studies

The Doctorate in Communication and Media Studies is a three-year program. The curriculum includes courses in the history and theory of communication, as well as courses in the practical aspects of the field. Students also have the opportunity to pursue an area of specialization.

Admission

Admission to the program is based on a review of the student's application, including transcripts, letters of recommendation, and a statement of purpose. The program is open to students with a master’s degree in communication or a closely related field, or with a bachelor’s degree in communication and at least 90 hours of graduate coursework. Students must also have a minimum GPA of 3.0 on a 4.0 scale.

Concerns in Media and Society

The concerns in media and society focus on the ethical, social, and economic concerns of the mass media. These include questions of truth, fairness, responsibility, and accountability. Journalists and mass communicators have a responsibility to report the news accurately and objectively, to respect the privacy of individuals, and to serve the public good. The challenge is to balance these responsibilities with the need for competitiveness and commercial success. The issue of media ownership is of particular concern, as media owners have a vested interest in the success of their enterprise. The role of the media in society is also a critical issue. Journalists and mass communicators must be aware of the impact of their work on the public and on their own communities.
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)

Counseling (COUN)

513. Career Counseling. (3)
A practical and theoretical foundation for understanding the relationship of personal and career development theories and 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 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 530 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 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.
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

**Professor**
Frank Kessel, Ph.D., University of Minnesota

**Associate Professor**
David Atencio, Ph.D., Stanford University
Cathy Gutierrez-Gomez, Ed.D., University of North Texas

**Assistant Professor**
Devorah Kennedy, Ph.D., University of Wisconsin

**Affiliated Faculty**
Virginia Shipman, Ph.D., University of Pittsburgh
Nieves Torres, Ed.D., University of New Mexico

**Department of Individual, Family and Community Education**
Deborah Rifenbary, Department Chairperson

**Early Childhood Multicultural Education**

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**Undergraduate Program**

**Major and Degree**

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