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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Lecturer
Susan McGowen, Ph.D., EMT, LAT, University of New Mexico
Alfredo Martinez, Ph.D., University of New Mexico

Student Information Contact
Margaret Chavez, Johnson Center, 277-5151.

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 program 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

ENGL 101 Comp I: Exposition 3
ENGL 102 Comp II: Analysis & Arg 3
PSY 105 Gen. Psychology 3
MATH 120 Intermediate Algebra 3
STAT 145 Intro to Statistics 3
BIOL 123/124L Principles of Biology 4
HED 164L Standard First Aid / Lab 3
CHEM 111L Elements of Chemistry 4
HIST 101 or 102 Western Civilization 3
PEP 223 Fall Invasion Games 1
PEP 225 Spring Net Games 1
PEP 227 Spring Elementary Rhythms/Aerobic Dance/Yoga 1
PEP 234 Fall Track and Field/Cooperative Games 1
PENP 118 Individual Tumbling 1
35

Second Year

PEP 222 Fall Target Activities 1
PEP 226 Fall Lifetime Pursuits 1
PEP 228 Spring Outdoor Pursuits 1
PEP 239 Dance 1
PEP 245-001 Fall Prof Lab Exp in Physical Education 2
PEP 277 Kinesiology 3
PEP 288 Motor Learning 3
PEP 208 Fall Teaching Fitness Concepts 2
NUTR 120 Nutrition for Health 3
HIST 161 or 162 Hist U.S. to 1877 or Hist U.S. since 1877 3
CJ 130 Public Speaking 3
Soc. & Behav Sci UNM Core Requirement 3
FA General Ed. Requirement 3
BIOL 237-247L Human Anatomy & Physiology Lab 4
33

Third Year

EDPY 310 Learning and the Classroom 3
EDPY 303 Human Growth and Development 3
PEP 444 Fall Teaching Physical Education I 3
PEP 301 Fall Teaching of Team Sports 3
PEP 319 Fall Physical Education in Elementary Schools 3
PEP 466 Spring Adapted Physical Education 3
PEP 410 Spring Assessment in Physical Education 3
PEP 430 Spring Classroom Behavior Management in Physical Education 3
PEP 326L Fund of Exercise Physiology 3
Second Lang. UNM Core Requirement 3
HIST General Education Requirement 3
31

Fourth Year

PEP 479 Fall Organization and Administration of Physical Education 3
PEP 485 Spring Diversity in Sport and Physical Activity 3
PEP 461 Student Teaching - Secondary 6
PEP 400 Student Teaching - Elementary 6
CJ 314 Intercultural Communication 3
FA UNM Core Requirement 3
EDUC 438 Reading in Content Field 3
HIST General Education Requirement 3
HED 306 Conflict Mediation 1
HED 451 Teaching Strategies and Curriculum for Health Education 2
33
TOTAL HOURS 132

UNM CATALOG 2010–2011
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 I 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 Junior Block Instructional Evaluations
4. Complete a Graduation Check
5. Fulfill all Checkpoint 2 requirements with a rating of acceptable or better
6. Submit the Checkpoint 2 application along with Portfolio for faculty review
7. Attain Disposition rating of Basic or higher

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

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) concluded the profession is divided into six major areas or domains:
• Prevention:
  • Clinical Evaluation and Diagnosis;
  • Immediate Care;
  • Treatment, Rehabilitation and Reconditioning;
  • Organization and Administration;
  • Professional Responsibility.

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

Technical Standards for Program Admission

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

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

1. The ability to communicate effectively with patients, colleagues, and instructors. This includes individuals of different social, cultural, and religious backgrounds.
2. Students must be able to speak and comprehend the English language at a level capable of communicating in a professional manner while within the health care environment.
3. Adequate postural, neuromuscular control, sensory function, and coordination to accurately, and safely perform accepted evaluation techniques.
4. The mental capacity to analyze, assimilate, problem solve, and integrate concepts essential to the practice of athletic training.
5. The ability to accurately and efficiently document 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 Coordinator and the HESS 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 accommodations they can meet these standards.

If a student states that he or she cannot meet these standards without accommodation, then the University of New Mexico Student Disability Services Department will confirm that the stated condition qualifies as a disability under State and Federal laws. This includes a review of the proposed accommodations, determining if these accommodations will in any way jeopardize patient and clinician safety, or the educational coursework of the student or the institution, including coursework, clinical experiences 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, and available clinical settings. The Athletic Training Student (ATS) may apply to the UNM-ATEP, if they have met 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. Successfully complete a physical examination that includes immunization records;
2. Submit a signed "Technical Standards for Program Admission" Statement;
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.

* Grade requirement is subject to change without notice.
Athletic Training Curriculum:

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HOURS</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
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<tr>
<td>ENGL 101 Comp I: Exposition</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111L Elements of General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>HED 164L Standard First Aid/Lab</td>
<td>3</td>
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<tr>
<td>PEP 273 Introduction to Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>PEP 284 Athletic Training Observation Lab</td>
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<td><strong>Total 16</strong></td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>ENGL 102 Comp II: Analysis &amp; Arg.</td>
<td>3</td>
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<tr>
<td>MATH 120 or 121 Interm Algebra or College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 123/124L Biology for Health Related Sciences &amp; Non Majors</td>
<td>4</td>
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<tr>
<td>HED 171 Personal Health Management</td>
<td>3</td>
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<tr>
<td>PEP 285 Athletic Training Clinical I</td>
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<tr>
<td><strong>Total 16</strong></td>
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<tr>
<td><strong>Second Year</strong></td>
<td></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>BIOL 237/247L Human Anatomy &amp; Physiology I for the Health Sciences/Lab</td>
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<tr>
<td>EMS 113 Emergency Medical Technician – Basic 6</td>
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<td>EMS 142 Emergency Medical Technician – Basic Lab</td>
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<tr>
<td>PSY 105 General Psychology</td>
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<tr>
<td>PEP 286 Evaluation of Athletic Injuries – Extremities</td>
<td>3</td>
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<tr>
<td><strong>Total 18</strong></td>
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<td><strong>Spring</strong></td>
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<tr>
<td>BIOL 238/248L Human Anatomy &amp; Physiology II for the Health Sciences/Lab</td>
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<tr>
<td>PEP 277 Kinesiology</td>
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<tr>
<td>STAT 145 Intro to Statistics</td>
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<tr>
<td>PEP 287 Evaluation of Athletic Injuries – Trunk/Torso</td>
<td>3</td>
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<tr>
<td>CJ 130 Public Speaking</td>
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<td><strong>Total 16</strong></td>
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<td><strong>Third Year</strong></td>
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<td><strong>Fall</strong></td>
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<tr>
<td>PEP 289 Tests and Measurements in Physical Education</td>
<td>3</td>
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<tr>
<td>PEP 326L Fundamentals of Exercise Physiology</td>
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<tr>
<td>PEP 374 Therapeutic Modalities</td>
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<td>PEP 373 General Medical Conditions in Athletic Training</td>
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<td>PEP 481 Athletic Training Clinical II</td>
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<tr>
<td>NUTR 244 Human Nutrition</td>
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<td><strong>Total 18</strong></td>
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<td><strong>Spring</strong></td>
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<tr>
<td>PEP 288 Motor Learning and Performance</td>
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<tr>
<td>PEP 473 Rehabilitation of Athletic Injuries</td>
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<td>PEP 375 Pharmacology in Athletic Training</td>
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<td>PEP 483 Athletic Training Clinical III</td>
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<td>PSY 220 Developmental Psychology</td>
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<td>UNM Core Humanities</td>
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<td><strong>Fourth Year</strong></td>
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<td>PEP 488 Athletic Training Clinical IV</td>
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<td>PEP 470 Designs for Fitness</td>
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<td>UNM Core Humanities Requirement</td>
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<tr>
<td>UNM Core Second Language</td>
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<tr>
<td>UNM Core Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Elective General Education Upper-Division</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
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</tbody>
</table>

**Exercise Science**

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

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

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>ENGL 101 Composition I: Exposition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 Composition II: Analysis and Argument</td>
<td>3</td>
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<tr>
<td>PSY 105 General Psychology</td>
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<tr>
<td>MATH 121 College Algebra</td>
<td>3</td>
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<tr>
<td>NUTR 244 Human Nutrition</td>
<td>3</td>
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<tr>
<td>BIOL 237–247L Human Anatomy and Physiology I/Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 111L Elements of General Chemistry/Lab</td>
<td>4</td>
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<tr>
<td>CHEM 212L Integrated Organic Chemistry and Biochemistry/Lab</td>
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<tr>
<td>PEP 114 Weight Training and Physical Conditioning</td>
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<tr>
<td>PEP 273 Introduction to Athletic Training</td>
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<td>PEP 288 Motor Learning and Performance</td>
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<td>CJ 130 Public Speaking</td>
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<tr>
<td>STAT 145 Introduction to Statistics</td>
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<td>HED 164L Standard First Aid/Lab</td>
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<td>BIOL 238–248L Human Anatomy and Physiology II/Lab</td>
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<tr>
<td>ENGL 219 Technical and Professional Writing</td>
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<td>UNM Core Social/Behav Sci</td>
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<tr>
<td>PEP 162 Jogging Fitness</td>
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<tr>
<td>PEP 277 Kinesiology</td>
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<tr>
<td>PEP 289 Tests and Measurements in Physical Education</td>
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<tr>
<td>PEP 326L Fundamentals of Exercise Physiology</td>
<td>3</td>
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<td><strong>Total 33</strong></td>
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<tr>
<td><strong>Third Year</strong></td>
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<tr>
<td>PHYC 102 Introduction to Physics</td>
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<tr>
<td>–or– 151 General Physics</td>
<td>3</td>
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<tr>
<td>NUTR 344 Energy Nutrients in Human Nutrition</td>
<td>3</td>
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<tr>
<td>NUTR 345 Vitamins and Minerals in Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PEP 165 Yoga</td>
<td>2</td>
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<tr>
<td>PEP 305 Teaching Group Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PEP 469 Management Concepts in Sport and Fitness Settings</td>
<td>3</td>
</tr>
<tr>
<td>PEP 470 Designs for Fitness</td>
<td>3</td>
</tr>
<tr>
<td>PEP 475 EKG Interpretation</td>
<td>3</td>
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<tr>
<td>PEP 476 Exercise Testing and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>PEP 495 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>UNM Core Humanities</td>
<td>3</td>
</tr>
<tr>
<td>PEP 102 Intermediate Swimming</td>
<td>3</td>
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<tr>
<td><strong>Total 33</strong></td>
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</tbody>
</table>
Graduate Admissions Requirements

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

Master of Science in Physical Education

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

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

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

Curriculum and Instruction

Concentration-Master of Science in Physical Education

Master of Science Requirements: 36 hours

Plan I – Thesis

Core Requirements

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

Master of Science Requirements: 33 hours

PLAN II – Non Thesis

Core Requirements

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

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

General Physical Education

Concentration-Masters of Science in Physical Education

Master of Science Requirements– 33 credit hours*

Core Requirements

PEP 507 Research Design in HPER 3
PEP 521 Motor Learning for People with Disabilities 3

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

**If Sport Administration is one of the two chosen areas, then the following courses should be taken:
PEP 545 Sport Leadership
PEP 547 Sport Marketing and Promotions
PEP 561 Risk Management in Sport

and--
One of the following:
PEP 548 Financing Sport
PEP 549 Administration of Sport Personnel
PEP 575 Sport Facilities Planning and Construction

Elective One
elective approved by Plan of Studies advisor 3

Total 33

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

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

Exercise Science Concentration–Masters of Science in Physical Education

Master of Science Requirements–34 credit hours*

Core Requirements
EDPY 603 Statistical Designs in Education 3
EDPY 505 Planning and Conducting Research 3
PEP 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

Total 51

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 programming for individuals with mental retardation and severe disabilities.

An advisor from the concentration will assist students with the course selection and ensure progression through the program. In conjunction with their advisor, the MS in Physical Education degree student must 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 3
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 Individuals with Disabilities 3
PEP 595 Advanced Field Experience 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.

Doctoral Degree in Physical Education, Sports and Exercise Sciences

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

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

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

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

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

12

*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
**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>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 541</td>
<td>Ethics in Sport and Fitness</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 Teaching in PE</td>
<td>3</td>
</tr>
<tr>
<td>PEP 572</td>
<td>Critical Issues in Elementary PE</td>
<td>3</td>
</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>
<td>3</td>
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<tr>
<td>PEP 696</td>
<td>Internship</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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPY 511</td>
<td>Introductory Educational Statistics</td>
<td>3</td>
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<tr>
<td>PEP 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>
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<tr>
<td>PEP 604</td>
<td>Research Seminar</td>
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<tr>
<td>PEP 601</td>
<td>Approved Elective</td>
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</tbody>
</table>

**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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<tbody>
<tr>
<td>PEP 500</td>
<td>Exercise Science Seminar</td>
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<tr>
<td>PEP 541</td>
<td>Ethics Sport/Fitness</td>
<td>3</td>
</tr>
<tr>
<td>EDPY 505</td>
<td>Planning &amp; Conducting Research</td>
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<tr>
<td>–or–</td>
<td>PEP 507 Research Design in HPER</td>
<td>3</td>
</tr>
<tr>
<td>PEP 604</td>
<td>Dissertation Seminar</td>
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<tr>
<td>PEP 625</td>
<td>Writing for Professional Publication</td>
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**Exercise Science Courses: 36 credit hours**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PEP 501</td>
<td>Intermediate Exercise Physiology</td>
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<tr>
<td>PEP 502</td>
<td>Designs for Fitness</td>
<td>3</td>
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<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>
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<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 698</td>
<td>Teaching or Clinical Internship</td>
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<tr>
<td>Electives</td>
<td>(Advisor Approval)</td>
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**Biomedical/Technologies: 12 credit hours**

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<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIOM 510</td>
<td>Physiology</td>
<td>3</td>
</tr>
<tr>
<td>OLIT</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>Elective</td>
<td>Elective in Research/Statistics (Advisor Approval)</td>
<td>3</td>
</tr>
<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 Physical Education, 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) △
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) △

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) △
Restriction: permission of instructor.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

485./585. Diversity in Sport and Physical Activity.  
[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.  
Prerequisite: 326L.

487./587. Physical Activity and Aging. (3)  
Concerned with the process of aging as it affects physical activity and the potential of physical activity in adjustment to the process of aging.  
Prerequisite: 481.

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

500. Exercise Science Seminar. (1)  
Designed to orient students to Exercise Science graduate experiences in agency or institutional setting.  
Restriction: permission of instructor.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

548. Financing Sport. (3)
A study of the approaches sport managers utilize for acquiring revenue and managing funds in sport environments. The course will focus on economic impact studies, public subsi- dization 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.) Specifically designed for graduate students in the final stages of thesis or dissertation proposal development to be able to present proposals in a seminar setting. Prerequisite: 507 and EDPY 511.

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

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

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

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

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

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

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

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

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

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

Physical Education (PENP) Physical Education Non-Professional Program

Introduction Statement
The Physical Education Non-Professional Program is designed to provide students with the essential skills, knowledge and attitudes necessary to sustain regular, lifelong participation in physical activity and sport. This program is designed for individuals who wish to develop general skills in the areas of physical education and sport, but who do not necessarily wish to pursue a career in the field. It provides a solid foundation in the areas of human movement, health-related fitness, and sport and recreation, preparing students for entry-level positions in the field.
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) [1, no limit] ∆
Instruction in all basic strokes. For students who can swim.

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

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

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

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

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

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

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

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

119. Advanced Tumbling. (1-2, no limit) ∆
Advanced instruction to continue development of coordination, agility, flexibility, a kinesiologic 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, rumba, 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.

128. 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’uan. (1, no limit) ∆
Instruction and practice in techniques to enhance body awareness, reduces stress, improve balance and increase strength.

132. Beginning Tae Kwan Do. (1-2, no limit) ∆
Instruction in the basic skills, blocks, strikes and kicks of Tae Kwan Do.

133. Intermediate Tae Kwan Do. (1-2, no limit) ∆
Advanced instruction in the basic skills, blocks, strikes and kicks of Tae Kwan Do.

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, blocks, strikes, and kicks of Japanese karate.

140. Beginning Golf. (1, no limit) ∆
Instruction in the basic skills, equipment, rules, etiquette and shot-making.

141. Intermediate Golf. (1, no limit) ∆
Instruction emphasizes actual play.

142. Beginning Tennis. (1-2, no limit) ∆
Instruction dependent upon experience and skills of students in basic fundamentals. Perfection of strokes.

143. Beginning Archery. (1, no limit) ∆
Instruction in the basic skills and knowledge of range archery.

144. Intermediate Tennis. (1-2, no limit) ∆
Instruction dependent upon experience of students in basic fundamentals. Perfection of all strokes and strategies used in the game of racquetball.

145. 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.

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 cardiorespiratory endurance.

158. Aerobic Dance I. (1, no limit) ∆
Instruction in continuous movement using basic dance steps for improved cardiorespiratory endurance. Fitness Test Fee.

159. Aerobic Dance II. (1, no limit) ∆
Instruction in a longer aerobic workout using more advanced dance steps for improved cardiorespiratory 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 signifi-
   cant 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.

   (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) ∆

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

SPECIAL EDUCATION

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Elizabeth Keefe, Ph.D., University of New Mexico
Elizabeth Nielsen, Ph.D., Purdue University
Julia Scherba de Valenzuela, Ph.D., University of Colorado
(Boulder)

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

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

Instructors
Nitasha Clark

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

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

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

Minor
Non-Teaching Undergraduate Minor

Non-Teaching Undergraduate Minor
(20 hours)
A 20-hour non-teaching minor in Special Education is offered.
Students should plan to enroll in Special Education courses
during the fall and spring semesters since courses in this
sequence are seldom offered during the summer sessions.
The following courses are required for the minor and a gen-
eral 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
(Field 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