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

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

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

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

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

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

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

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

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

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

180.–181. Feldenkrais: Awareness Through Movement. (1, no limit) ∆
A class to develop and experience a deeper awareness of a person’s body and its capabilities.

188. Modified Physical Education. (1-2, no limit) ∆
A class to develop and experience a deeper awareness of a person’s body and its capabilities.

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

SPECIAL EDUCATION

Ruth Luckasson, Department Chairperson
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Special Education Program, Hokona Hall, Zuni Room 105
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1 University of New Mexico
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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 Cosby, Ph.D., University of Utah

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

Instructors
Natalie Clark

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

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

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

Minor
Non-Teaching Undergraduate Minor

Non-Teaching Undergraduate Minor

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

Step One
Enroll in SPCD 201 and SPCD 204
SPCD 201 Education of Exceptional Persons 3
SPCD 204 Introduction to Special Education 2 (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
requirements. Upon completion, the Special Education Dual License Program graduates are eligible for Special Education Licensure (K-12) and Elementary Licensure (K-8). Interested students should make an appointment with a faculty advisor through the Special Education administrative office.

Application and Admission

Applicants must contact the College of Education Special Education Program administrative office for information on application and admission procedures for the Special Education Dual License Program and the non-teaching minor. Individuals interested in the non-teaching minor should contact the Special Education Office for an application. Applications are accepted only in the Spring.

Requirements

Students must earn a grade of B or better in SPCD 201 and SPCD 204 and must have a minimum grade point average of 2.50 prior to admission to the Special Education Dual License program. Other specific requirements are stated in program documents. Upon acceptance, the students will be assigned a faculty advisor who will assist in the preparation of the program of studies.

Graduate Program

Graduate Advisor
Inquire within the program.

Student Information Contact
Jo Sanchez, Hokona Hall Zuni, Room 273, (505) 277-5018

Priority Application Deadlines
M.A., Ed.D. and Ph.D.
Fall semester: March 31
Spring semester: September 30
Summer session: March 31

The priority application deadlines are encouraged for best consideration and for financial aid; however, program faculty review applications throughout the year.

Degrees Offered

M.A. in Special Education
Ed.D. in Special Education
Ph.D. in Special Education

Special Education offers graduate programs leading to special education teacher licensure, the Master’s degree, a transcripted graduate certificate in Instruction For Students with Intensive Social, Language and Behavioral Needs, sixth year certificate (Ed.Spc.) and doctoral degrees (Ed.D. and Ph.D.). Concentrations include: 1) the Special Education concentration in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners (which includes mental retardation, severe disabilities, autism, intensive communication needs, cultural and linguistic diversity and inclusive education); and 2) the Special Education concentration in Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners (which includes learning disabilities, behavior disorders, early childhood and gifted/twice exceptional). Contact the program for specific information and related requirements.

Application Process

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

University of New Mexico
College of Education - Special Education
MSC 05 3040, Hokona Hall Zuni 273
1 University of New Mexico
Albuquerque, NM 87131-0001

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

Send to Special Education Program (address above)
Letter of Intent.
Department Application form
Letters (3) of Recommendation.
One official transcript from each college you have attended (Exception: UNM transcripts).

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

For Ph.D./Ed.S.
Send to Special Education Program (address above)
Letter of Intent.
Department Application form
Resume
Writing Sample
Letters (5) of Recommendation.
One (1) official transcript from each college you have attended (Exception: UNM transcripts).

For Graduate Certificate
Send to Special Education Program (address above)
Department Application form
One-page philosophy statement on community participation of persons with autism spectrum disorders (ASD)
Letters (3) of Recommendation
One official transcript from each college you have attended (Exception: UNM transcripts)

Requirements

Students are required to take SPCD 601 prior to screening for Ph.D. or Ed.D. SPCD 615 must also be completed as soon as possible. Other specific requirements are stated in program documents, which describe individual programs.

Graduate Degree and Graduate Licensure Programs

Special Education offers a graduate licensure program leading to New Mexico teacher licensure in special education. Admission decisions are based on the application package. Particular attention is paid to the grade point average (a minimum of 3.0 over the last 60 credit hours for the licensure program and a 3.2 for the master’s degree are required.) Graduate licensure is typically earned through satisfactory completion of 30 credit hours in Special Education in an approved program, including the core courses (15 credit hours) required by the New Mexico Public Education Department Licensure and Preparation Unit. Students are encouraged to choose an area of concentration upon entry to the Special Education Program at the University of New Mexico. The core licensure courses address the same identified content and general competencies across both concentrations (see Table 1 below). However, the student’s concentration of choice will determine the specific courses that fulfill the core content requirements.

UNM CATALOG 2010–2011
Symbols, page 653.
The Master of Arts requires a minimum of 36 credit hours. Students not presently holding a valid teaching certificate may anticipate taking more classes in order to fulfill program requirements. It is strongly recommended that applicants hold or be eligible for a New Mexico teaching certificate. For specific details of the program interested applicants should contact the program coordinator, or the concentration coordinator.

The Special Education graduate and licensure programs' curricular offerings follow two pathways: 1) Special Education Concentration I in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners and 2) Special Education Concentration II in Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners. A minimum of 36 credit hours at the graduate level is required for each concentration. Up to 45 credit hours at the graduate level may be required based on the student's educational background. A complete list of concentration course work can be obtained at the program office. Applicants should complete the Special Education application form and indicate their preference for either Concentration I or Concentration II.

Special Education Concentration I in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners is available for graduate and licensure students. Applicants should complete the Special Education application form and indicate their preference for Concentration I, Mental Retardation and Severe Disabilities. An advisor from within this Concentration will assist the student in selecting appropriate courses, such as:

- SPCD 507 Collaboration for Inclusive Education
- SPCD 511 Social Construction of Disabilities
- SPCD 516 The Brain, Mind and Education
- SPCD 519 The Application of Applied Behavior Analysis in the Special Education Classroom
- SPCD 520 Nature and Needs of Students with Mental Retardation
- SPCD 527 Assessment for Diverse Exceptional Learners: Mental Retardation and Severe Disabilities.

Special Education Concentration II in Learning and Behavioral Exceptionalities: Studies in Instruction, Curriculum, Collaboration and Transition of Diverse Learners is available for graduate and licensure students. Applicants should complete their application form and submit it to the Special Education Program, indicating their preference for Concentration II, Learning and Behavioral Exceptionalities. Examples of Concentration II courses are listed below, plus courses from one of several specialization areas: learning disabilities, behavior disorders, early childhood and gifted/twice exceptional. An advisor from this concentration will assist students with course selection and ensure a smooth progression through the program. Examples of concentration II courses are listed below.

- SPCD 501 The Psychology and Education of Exceptional Persons (Prerequisite)
- SPCD 502 At Risk for School Failure and Disabilities (Prerequisite)
- SPCD 503 Instructional Strategies in Special Education
- SPCD 504 Practicum in Special Education
- SPCD 506 Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners
- SPCD 508 Collaboration with Family, School and Community
- SPCD 513 Curriculum Development in Special Education
- SPCD 514 Teaching Reading to Students with Learning and Behavior Exceptionalities
- SPCD 517 Assessment of Diverse Students with Learning and Behavior Exceptionalities
- SPCD 518 Classroom Organization and Positive Behavioral Supports

SPCD 534 Social Competence, Self Determination and Resiliency

In conjunction with their advisors, M.A. degree students may choose one of the following capstone experiences to culminate their degree programs: (a) comprehensive examination, (b) M.A. project or (c) M.A. thesis.

Students from outside the Special Education Program seeking a supporting area may select courses from a Special Education Concentration. An advisor from the selected concentration will assist the student in selecting appropriate courses for the supporting area.

Graduate Certificate in Instruction for Students with Intensive Social, Language, and Behavioral Needs

The Graduate Certificate in Instruction for Students with Intensive Social, Language, and Behavioral Needs is designed for in-service general education and special education teachers, related service professionals (e.g., speech/language pathologist), and parents wishing to acquire advanced instructional skills and knowledge in the area of communication, social, and behavioral interventions for students with significant support needs. The Graduate Certificate program is open to students pursuing a graduate degree in Special Education and in other related fields (e.g., Speech Language Pathology, Family Studies, Early Childhood Education) at the University of New Mexico, and to individuals who minimally hold a bachelor’s degree and are interested in having specialized training in working with students with social, language, and behavioral needs (e.g., students with autism spectrum disorders [ASD]). To obtain the certificate, students must successfully complete a minimum of 18 credit hours and an approved final capstone project.

Total Required Course work: 18 hours

- SPCD 519 Applied Behavioral Analysis in the Classroom 3
- SPCD 552 Teaching Students with Mental Retardation and Severe Disabilities 3
- SPCD 582 Teaching Students with Intensive Communication Needs 3
- SPCD 583 Introduction to Autism Spectrum Disorders 3
- SPCD 584 Research and Teaching/Intervention in Autism Spectrum Disorders 3
- SPCD 595 Advanced Field Experience 3

Education Specialist Certificate

A sixth year Education Specialist (Ed.Spc.) certificate is also offered. This certificate is available for persons wishing to specialize beyond their M.A. degree in Special Education but for whom the doctorate is not appropriate for his/her career objectives. The Ed.Spc. requires a minimum of 30 hours (primarily in Special Education) beyond the M.A. degree in Special Education, and includes a capstone experience, typically an in-depth project.

Special Education offers both the Ed.D. and Ph.D. degrees. Interested applicants should contact the program for a detailed description.

Special Education (SPCD)

201. Education of the Exceptional Person. (3)

A survey of the characteristics and educational needs of exceptional children. Includes definition, etiology, characteristics and various educational alternatives for each of the exceptionalities.

204. Introduction to Special Education. (2)

Field experience and seminar in special education settings. Required of all undergraduate majors.
302. Introduction to Communicative Disorders. (3) (Also offered as SHS 302.) The nature of speech, language and hearing disorders in children and adults; overview of speech and hearing anatomy and physiology; multicultural issues; emphasizes the impact of communicative disorders on individuals and families. Restriction: permission of instructor.

303. Methods and Materials for Students with Mild Disabilities. (3) To provide the undergraduate special education student with specific strategies and a knowledge of materials which are important in meeting the needs of students with mild disabilities in a variety of classroom settings. Prerequisite: 201 and 204. Restriction: permission of instructor.

304. Practicum. (1-4 to a maximum of 6) Emphasis will be on developing a functional understanding of the instructional needs of the mildly handicapped, developing initial competencies in basic skills, content and in affective programming, development of skills in behavior management and integration of initial course content. Also accompanied by a weekly seminar and an initial four-week, 32-hour instructional block. Restriction: permission of instructor.

313. Curriculum for Learners with Disabilities. (2) Primary focus areas: altering/adapting basic curriculum, implementing behavioral, affective, academic curriculum and selecting/altering curriculum content for special needs of handicapped learners. Restriction: permission of instructor.

319. Classroom Organization and Management. (3) Provides future teachers with technical management skills needed to cope with the behaviors of exceptional students across all categories, age groups and service levels. Emphasis on management and organization of environment, instruction, behavior and record keeping. Restriction: permission of instructor.


420./520. Introduction to Mental Retardation. (3) Introductory course on social, medical, emotional, physical and cognitive characteristics of people with mental retardation. Emphasizes classification, diagnosis and treatment from medical, psychological, sociological and educational points of view.

430./530. Introduction to Students with Emotional and Behavioral Disorders. (3) Introductory course on characteristics of emotionally or behaviorally disordered children. Emphasis on historical development, identification, behavioral description, classification, assessment and an introduction to intervention strategies in various therapeutic environments.

440./540. Introduction to Learning Disabilities. (3) Covers the characteristics of persons with learning disabilities. Emphasis on the historical development of the field, definitions, etiologies, characteristics, diagnosis and research findings about assessment and instructional approaches.

450./550. Introduction to Early Childhood Special Education. (3) Course overviews the nature and history of the field of early childhood special education. Emphasis is given to typical and atypical development as this relates to young children with delays/exceptionalities birth to age 8. Restriction: permission of instructor.

452./552. Teaching Students with Mental Retardation and Severe Disabilities. (3) Designed to give an overview of general programming considerations for students with mental retardation. Students are to demonstrate competencies in writing instructional objectives, task analysis, instructional program design and developing evaluation procedures for instructional programs.

462. Student Teaching in Special Education. (1-7 to a maximum of 7) Students will be placed in an elementary or secondary classroom, preferably at B or C service level. They will spend all day for one semester in the classroom setting and spend one to two hours per week in a seminar session. Restriction: permission of instructor.

464. Classroom Assessment and Program Planning. (3) Provides functional instruction in observation and informal/formal diagnostic procedures. Instruction in the merits/limits of diagnostic procedures and instruments. Use of case information/test protocols to determine functioning level and program plan. Restriction: permission of instructor.

465./565. Art and the Exceptional Child. (3) (Also offered as ARTE 465.) Designed to acquaint teachers with the value and therapeutic uses of art in special education classrooms and to acquaint art education majors with adaptations of art to various exceptional cases. Special fee required.

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

470./570. Introduction to Gifted Education. (3) Introductory course focused on gifted and talented children and youth. Emphasis placed on (a) historical development of the field; (b) characteristics and identification; (c) academic and social/emotional needs; and (d) educational programs and interventions.

481. Introduction to Assistive Technology in Special Education. (2) This course is designed to introduce the special educator to various assistive technology devices, software and instructional uses of the computer.

493. Topics in Special Education. (1-3, no limit) Planned and supervised professional laboratory or field experiences in agency or institutional setting. Restriction: permission of instructor.

501. The Psychology and Education of Exceptional Persons. (3) Introduction to all areas of exceptionality including state and national issues, history, incidence, etiology, identification, treatment and service alternatives.

502. At Risk for School Failure and Disabilities. (3) This course surveys a variety of issues and behaviors (e.g., homelessness, suicide) that place students at risk of school failure. Particularly vulnerable to these issues/behaviors are children with disabilities. School and community interventions will be addressed.

503. Universal Design in Special Education. (3) Covers the selection, adaptation, and use of instructional materials in special education. It also covers classroom organization and prescriptive use of materials and methods. There are several methods classes designed to emphasize early childhood, elementary, secondary and bilingual special education. See program for other restrictions.
504. Practicum in Special Education. (1-6 to a maximum of 9) \( \Delta \) Supervised experience with exceptional persons. May be repeated to a maximum of 6 credit hours total for Masters Plan I and a maximum of 12 credit hours total for Masters Plan II. Restriction: major in Special Education Ed.D., M.A., or Ph.D. program and permission of instructor.

505. Seminars in Special Education. (3, no limit) \( \Delta \) Research in current trends in the various topic areas of special education.

506. Fostering Creativity, Cooperation and Problem Solving Among Diverse Learners. (3) Introduces students to instructional methods and materials to foster thinking skills including: creative and critical thinking, decision making and problem solving. Also covers theories of group development and multiple intelligences.

507. Collaboration for Inclusive Education. (3) This course addresses issues surrounding the inclusion of students with exceptionalities into general education. The course will include an examination of the sociocultural context of inclusion, methods and materials and strategies for collaboration.

508. Collaboration with Family, School and Community. (3) Explores family issues and environmental variables related to assessment and community influences of family members, especially students at risk of failure and who have exceptionalities. Home, school and community interventions are also presented.

510. Special Education Law. (3) This course explores the legal rights and responsibilities of special educators in their actions with students who have exceptionalities and the families of those students. The course includes study of applicable Constitutional law, statutes, regulations and interpretive case law.

511. Social Construction of Disabilities. (3) This course explores the concept of disability as a "social construction" from a variety of perspectives: historical, educational, bureaucratic, cultural and linguistic, gender and from that of the individual.

512. Career Development/Transition Across the Lifespan. (3) Course focuses on lifespan movement of students with exceptionalities through preK–16 system to employment and adult life. Participants will identify essential curricula, make critical linkages within their communities and prepare transition plans within the IEP.

513. Curriculum Development in Special Education. (3) Provides the special education teacher with a theoretical background and practical experience in the use of a model of curriculum development, task analysis and evaluation of pupil progress.

514. Teaching Reading to Students with Learning and Behavior Exceptionalities. (3) Focus is on specific materials, techniques and programs that have been adapted or developed for learners with severe problems in reading. Includes depth in direct instruction, cognitive/behavioral merged approaches and multisensory approaches.

515. Mathematics/Science Instruction for Diverse Exceptional Learners. (3) This hands-on class teaches methods and materials for working with exceptional students in the areas of mathematics and science. Connected to CEC instructional content and practice standards.

516. The Brain, Mind and Education. (3) This course focuses on the neurology of learning and disability. Students will study evolving knowledge and concepts of the brain and central nervous system and consider neuroscience applications to education and supports for students with disabilities.

517. Assessment of Diverse Students with Learning and Behavior Exceptionalities. (3) Reviews special education eligibility assessment and instructional assessment. Focuses on knowledge and skills necessary for (a) interpreting and applying formal assessment data and (b) designing and monitoring instruction of diverse students with learning and behavior exceptionalities.

518. Classroom Organization and Positive Behavioral Supports. (3) The course promotes the area of positive support interventions and environmental management. It includes procedures for organizing and managing a classroom as well as behavioral techniques that foster successful student behavior.

519. The Application of Applied Behavior Analysis in the Special Education Classroom. (3) Students are taught the use of behavioral technology to manage academic and social behavior in the classroom.

520/.420. Introduction to Mental Retardation. (3) Introductory course on social, medical, emotional, physical and mental characteristics of people with mental retardation. Emphasizes classification, diagnosis and treatment from medical, psychological, sociological and educational points of view.

523. Teaching Students with Mental Disorders and Mental Retardation or Severe Disabilities. (3) Examines a range of interventions for students with mental disorders and mental retardation or severe disabilities. Focus is on developing appropriate supports for individuals with both mental disorders and cognitive or severe disabilities. Prerequisite: 420 or 520.

524. Advocacy and Empowerment with Individuals with Mental Retardation or Severe Disabilities. (3) Examines advocacy and empowerment with individuals with mental retardation and severe disabilities, including related legislation, supports and interdependence, self-determination, influence of culture, and strategies that increase school-age individuals' involvement in their education.

525. Legal Rights of Persons with Disabilities. (3) Study of substantive law in areas affecting the lives of exceptional persons and an analysis of the legal and practical reasons for the law's involvement.

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

527. Assessment for Diverse Exceptional Learners: Mental Retardation and Severe Disabilities. (3) This course exposes students to a variety of assessment methods appropriate for use with diverse exceptional learners, including those with mental retardation and severe disabilities. Emphasis will be placed on assessments which provide direction for instruction.

528. Sexuality Education for Individuals with Disabilities. (3) Contemporary and historical study of social development and sexuality education and expression, including: attitudes toward sexuality and disability; anatomy and physiology; myths; teaching strategies; roles of schools and others; and legal issues.

529/.467. Physical Disabilities and Causes. (3) (Also offered as PEP 529.) Investigation of etiology, characteristics and treatment appropriate for individuals with physical disabilities who are in public sector, schools and exercise programs. Prerequisite: 201.
530./430. Introduction to Students with Emotional and Behavioral Disorders. (3) 
Introductory course on characteristics of emotionally or behaviorally disordered children. Emphasis on historical development, identification, behavioral description, classification, assessment and an introduction to intervention strategies in various therapeutic environments.

532. Education and Transition of Students with Emotional and Behavioral Disorders. (3) 
Instruction in development and maintenance of educational intervention programs for children with behavioral disorders. Emphasis on philosophical approach, intervention strategies, environmental arrangement, program organization, behavior management, classroom management, parent involvement, transition procedures and case conferencing.

534. Social Competence, Self Determination and Resiliency. (3) 
Review of the history of social competence and self-determination skills training for children/youth receiving special education services. Provides experiences in group training and individualized programming. Related information concerning resiliency among children/youth.

540./440. Introduction to Learning Disabilities. (3) 
Covers the characteristics of persons with learning disabilities. Emphasis on the historical development of the field, definitions, etiologies, characteristics, diagnosis and research findings about assessment and instructional approaches.

542. Teaching Individuals with Learning Disabilities. (3) 
Covers the primary approaches developed and adapted for K–16 students with learning disabilities. Includes major instructional models, teaching methods, specific techniques and materials that have been empirically proven effective for these students. Prerequisite: permission of instructor, program majors only. 540 recommended.

545. Language Issues/Methods LD/CD/ELL. (3) 
Focuses on distinguishing between language disorders and second language learning characteristics of English Language Learners (ELLs) with exceptionalities; and appropriate instructional strategies for ELLs with learning disabilities and/or communication disorders. Offered once yearly. Restriction: permission of instructor.

550./450. Introduction to Early Childhood Special Education. (3) 
Course overviews the nature and history of the field of early childhood special education. Emphasis is given to typical and atypical development as this relates to young children with delays/exceptionalities birth to age 3.

551. Teaching Young Children with Exceptionalities. (3) 
Overviews teaching/intervention approaches for children with exceptionalities from birth to age 8. Covers methods/materials/procedures appropriate for these children in a variety of settings. Also addresses strategies for working with families in transdisciplinary contexts.

552./452. Teaching Students with Mental Retardation and Severe Disabilities. (3) 
Designed to give an overview of general programming considerations for students with mental retardation. Students are to demonstrate competencies in writing instructional objectives, task analysis, instructional program design and in developing evaluation procedures for instructional programs.

553. Advanced Field Seminar: ECSE-Elementary Special Education. (3) 
Refines and enhances students’ knowledge and skills by applying learned principles and strategies to real and simulated cases. Students videotape and analyze their teaching. Questions and issues specific to on-site teaching are identified and addressed.

554. ECSE-Elementary Special Education Extended Study: ___________. (1-3, no limit) 
Special in-depth offerings on various areas of interest (e.g., trauma, bilingualism) linked to material presented in other ECSE courses.

559. Cultural and Linguistic Diversity among Individuals with Mental Retardation. (3) 
This course addresses issues of cultural and linguistic diversity among individuals with mental retardation. Perspectives from bilingual education, bilingual special education and mental retardation are included.

560. Introduction to Bilingual/Multicultural Special Education. (3) 
This course is an overview of the interface between language, culture and disability. Content supports those making decisions in referral and education of culturally and linguistically diverse exceptional students.

561L. Educational Diagnosis: Diagnostic Assessment of Young Children. (3) 
Explores issues related to the educational diagnosis of young children, including standardized assessment procedures, family issues and factors impacting development. Prerequisite: 564. Restriction: permission of instructor.

562. Teaching Bilingual/Multicultural Special Education. (3) 
This hands-on course provides teachers with ESL and native language instructional strategies for working with culturally and linguistically diverse students. Theory and practice are integrated for effective program planning and teaching.

563L. Educational Diagnosis: Multidisciplinary Collaboration for Diagnostic Assessment. (3) 
Emphasis on working with multidisciplinary teams for educational diagnosis of students and integration of assessment information from related service providers. Prerequisite: 564. Restriction: permission of instructor.

564L. Educational Diagnosis: Introduction to Assessment for Eligibility for Special Education Supports. (3) 
Examination of issues related to the educational assessment and diagnosis of students for eligibility for special education supports. Restriction: permission of instructor.

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

566L. Educational Diagnosis: Differential Diagnosis I [Differential Diagnosis I.] (3) 
Designed to develop competencies in administration, scoring and diagnostic interpretation of various individual tests of intelligence. Adaptive behavior rating scales will be included to supplement the diagnostic evaluation.

567L. Educational Diagnosis: Differential Diagnosis II [Differential Diagnosis II.] (3) 
Designed to teach educational diagnosticians to be proficient in administration and interpretation of tests in the areas of language aptitudes, self-concept and learning processes. Prerequisite: 566L.

568L. Educational Diagnosis: Diagnostic Assessment of Culturally and Linguistically Diverse Students [Diagnosis of Multicultural Exceptional Children.] (3) 
Specifically designed for the educational diagnostician to develop skills necessary for the educational evaluation and programming of children whose language and/or culture is other than English. Prerequisite: 566L.
569L. Educational Diagnosis: Clinical Internship. (1-6 to a maximum of 6) ∆
Supervised community-based experience in educational diagnosis (primarily in public school system). Designed to provide opportunities for direct application of theoretical and practical knowledge.
Prerequisite: 566L and 567L and 568L. Restriction: permission of instructor.

570/470. Introduction to Gifted Education. (3)
Introductory course focused on gifted and talented children and youth. Emphasis placed on (a) historical development of the field; (b) characteristics and identification; (c) academic and social/emotional needs; and (d) educational programs and interventions. 470/570 is a recommended prerequisite to other courses in gifted education.

574. Teaching Twice-Exceptional Learners. (3)
Focuses on the educational needs of twice-exceptional learners, that is, gifted students with learning and behavioral difficulties. Issues related to characteristics, identification and instructional interventions to simultaneously address the giftedness and the disability are explored.

576. Instructional Strategies for Gifted Students. (3)
This application-based course presents instructional strategies designed to address the unique learning needs of gifted students. These differentiated instructional strategies include modifications in content, process, products and environment. Access to gifted/talented students is required.
Prerequisite: 470 or 570.

577. Curriculum for Gifted Students. (3)
This course focuses on the development of appropriate curriculum (i.e., courses and units for gifted students tied to benchmarks and standards). Topics include models for curriculum development, integrative/interdisciplinary curriculum, pre-packaged curricular materials and problem-based curriculum.
Prerequisite: 470 or 570 and 576. Restriction: permission of instructor.

582. Teaching Students with Intensive Communication Needs. (3)
This course explores the identification, assessment and facilitation of the development and function of communication in educational settings. For young children, and those with severe disabilities, communication through alternative means to oral language is paramount.

583. Introduction to Autism Spectrum Disorders. (3)
Introductory course on social, communication, and behavioral characteristics of students with autism spectrum disorder (ASD). Emphasis on intervention models, curricular issues, and instructional practices used in the education of students with ASD.

584. Research and Teaching/Intervention in Autism Spectrum Disorders. (3)
Provides students with an in-depth knowledge of evidence-based teaching/intervention strategies for students with ASD. Includes critique of published studies in this area and hands-on activities. Focuses on specific techniques/programs designed for ASD students.

585. Math Methods for Students with Mental Retardation and Severe Disabilities. (3)
This course addresses the teaching of mathematics to students with mental retardation and severe disabilities and emphasizes assessment, the developmental sequence of math skill acquisition, and research-based strategies for teaching skills using a conceptual approach.
Prerequisite: 420 or 520.

586. Differentiating Reading Instruction in Inclusive Settings for Students with Mental Retardation and Severe Disabilities. (3)
This course addresses the basic components of planning and teaching reading in inclusive classrooms, emphasizing strategies for differentiating instruction for learners with a range of needed intensities of supports using evidence-based reading methods.

587. Reading Methods for Students with Mental Retardation and Severe Disabilities. (3)
Designed to teach selection and implementation of appropriate reading instruction approaches for individuals with mental retardation or severe disabilities. Includes examination of varied formal and informal reading assessments and planning and organization of reading instruction.

588. Organization and Supervision of Special Education Programs. (3)
This course will explore administrative, managerial and supervisory theories and strategies related to special education programs and services. Participants will acquire leadership concepts, skills, strategies and trends for administration of these programs and services.

589. Teaching Exceptional Students in General Education. (1-3 to a maximum of 3) ∆
This course is specifically designed for general education majors with no minor in special education. It provides information about student characteristics, legal issues, resources, parent partnerships, and appropriate modifications in curriculum, instruction, and behavioral supports.

591. Problems. (1-3 to a maximum of 12) ∆
May be repeated to a maximum of 6 credit hours for Masters Plan I and a maximum of 12 credit hours for Masters Plan II. Restriction: permission of instructor.

592. Workshops in Special Education. (1-4 to a maximum of 9) ∆
May be repeated to a maximum of 5 credit hours for Masters Plan I and a maximum of 8 credit hours for Masters Plan II.

593. Topics. (1-3, no limit) ∆

595. Advanced Field Experience. (3-6 to a maximum of 12) ∆
Planned and supervised professional laboratory experiences in agencies or institutional settings.
Restriction: permission of instructor.

596L. Educational Diagnosis: Advanced Application of Skills. (1 to a maximum of 3) ∆
Provides experiential practice to prepare students to select, administer, and score standardized assessments used for educational diagnosis.
Restriction: permission of instructor.

598. Directed Readings in Special Education. (1-3 to a maximum of 6) ∆
Independent readings to be arranged collaboratively with individual faculty member. Student will develop an Individual Performance Contract with a faculty member to determine the key readings and to delineate the final product to be produced. Open to Special Education graduate students only.
Restriction: permission of instructor.

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

601. Professional Seminar in Special Education. (3)
A seminar for post-master’s students in special education degree programs. It is recommended this seminar be taken during the first semester of enrollment.
Restriction: permission of instructor.

615. Trends and Issues in Special Education. (3)
Culminating course in doctoral program in special education. Designed as experience in applying acquired knowledge and skills to current issues and trends in the field of special education.
Restriction: admission to post-master’s work in Special Education.
The UNM Department of Teacher Education supports educators at all stages of their careers to become qualified, competent and caring professionals in the diverse classrooms of New Mexico.

Aspiring teachers may seek initial teacher licensure in our Elementary or Secondary Education Programs. In addition to baccalaureate degrees with standard licensure, we also offer graduate students licensure within the M.A. with the Alternative Route to Licensure Program.

Teaching practitioners who desire to refine or expand their practice in a structured academic program may enroll in the M.A. in Elementary or Secondary Education Program for Licensed Teachers. Our graduate programs of studies will help practicing teachers acquire or expand the knowledge, skills and leadership capacities needed for advancement within the NM Three-Tiered Teacher Licensure System. A graduate concentration in Mathematics, Science and Educational Technology is available in the M.A. in Elementary Education and in Secondary Education.

Post-master’s degree candidates may pursue advanced studies in curriculum and instruction or teacher development in the Ph.D. or Ed.D. in Multicultural Teacher and Childhood Education. An Educational Specialist Certificate in Curriculum and Instruction is also available.

Degrees/Certificate Offered
- B.S.Ed. in Elementary Education
- M.A. in Elementary Education
- B.A.Ed. in Secondary Education
- B.S.Ed. in Secondary Education
- M.A. in Secondary Education
- Ph.D. and Ed.D. in Multicultural Teacher and Childhood Education
- Educational Specialist Certificate in Curriculum and Instruction

Graduate Concentrations Available
- Early Childhood Education Concentration in the M.A. in Elementary Education
- Mathematics, Science and Educational Technology (MSET) Concentration in the M.A. in Elementary Education
- M.A. in Secondary Education

Elementary Education
Elementary Education is a program that offers both undergraduate and graduate degrees. These degrees contain components for licensure as an elementary educator in the State of New Mexico. A graduate degree for practicing teachers is also available for continued professional development.

The program strives to prepare the very best entry level teachers for all of New Mexico’s children; such preparation is enriched by the diverse, contrastive linguistic and cultural communities of the region. The program also takes advantage of the many professional partnerships that the College holds with school districts and their teaching faculties.

Degrees Offered
- B.S.Ed. in Elementary Education
- M.A. in Elementary Education

Undergraduate Study
Undergraduate Advisor Contact and Student Information
Contact:
College of Education Advisement Center
Hokona Hall, Room 134, (505) 277-3190
FAX (505) 277-4166

The Elementary Education program offers an undergraduate degree with specialty areas in a number of teaching fields for the preparation and development of the professional educator.

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