

Mathematics

MATH 502, 503, 504. Computer Literacy for in-service Teachers. Introduction to the use of computer hardware and software for computer use in the classroom, computer assisted instruction, and computer maintained instruction. (1 each)

MATH 505. Desktop Publishing. An introduction to desktop publishing using a hands-on approach. Topics of interest include integration of text, graphics, and page layouts using PageMaker software. Course assignments will include projects such as posters, curriculum vitae, and newsletters. (3)

MATH 508. Mathematics and Computers for Teachers. A course to update in-service teachers in modern algorithms with the computer; also, the mathematics and use of the computer on various statistical problems encountered by teachers. (3)

MATH 510, 511, 512. Mathematics for the Elementary Teacher I, II, III. These courses serve to update the elementary teacher in mathematics. Such topics as logic, sets, number systems and their properties, and geometry are considered as they pertain to elementary school mathematics. (3 each)

MATH 515, 516, 517. Mathematics for the Secondary Teacher I, II, III. These courses serve to update and broaden the math backgrounds of secondary teachers of mathematics. Topics considered are modern algebra, number theory, set theory, geometry, and a study of functions. (3 each)

MATH 580. Mathematics Workshop. Theory and practical application of a relevant mathematics topic. (1-3)

Movement Sciences

MVSC 506. Advanced Psychology of Movement Sciences. Information on the brain and central nervous system to provide a background for better understanding and application of psychological principles as they relate to physical education and sport; includes personality, arousal, attribution, motivation, stress, cognitive styles, and aggression. (3)

MVSC 515. Legal Aspects of Movement Sciences and Athletics. A study of the role of the teacher and the school in responsibility for accidents and injuries; emphasis upon student and teacher rights and responsibilities, and the administrative and organization principles which contribute to the reduction of teacher liability. (3)

MVSC 520. Selected Topics in Exercise Science. Designed to explore current developments in exercise science as applied to the performance and training of athletes and the general population. Includes topics primarily in biomechanics, anatomical kinesiology and exercise physiology. (3)

MVSC 522. Mechanical Aspects of Motor Skills. Muscular and biomechanical analysis of motor activities to determine their relationship to the laws of physics concerning motion, force, levers, and stability. (3)

MVSC 532. The Movement Sciences Curriculum. A study of the relationship of curriculum and American culture, with special emphasis placed on the role of movement sciences; principles, problems, and procedures in the development of a movement sciences curriculum. (3)

MVSC 533. Philosophy of Movement Sciences. A study of four philosophic disciplines and their influence on contemporary physical education; includes differences between and among Pragmatism, Idealism, Realism, and Existentialism to be interpreted as they help form objectives, the program, evaluation, values and concepts of the learner. (3)

MVSC 538. Supervision in Movement Sciences. Principles and practices for the supervision of activities and programs in elementary and secondary schools. (3)

MVSC 540. Problems in Movement Sciences. A study of current problems in physical education as reflected from critical study and analysis of contemporary professional literature. (3)

MVSC 545. Advanced Sport Sociology. An in-depth study of the topic of sport and its cultural context. Emphasis is on application of theory to situations encountered during field study. (3)

MVSC 550. Laboratory Assessment of Human Work Capacity. Instruction and practice in the use of modern laboratory equipment, techniques, and tests for the evaluation of human work capacity. (3)

Music

MUSC 500. Applied Music. One credit hour is given for one twenty-five minute private lesson per week and two credit hours are given for fifty minute lessons. Two credit hours requires concurrent registration and participation in the Applied Music Laboratory and in a major ensemble. **Prerequisite: Permission of the instructor.** (1-2).

MUSC 500A	Applied Music - Piano	1-2
MUSC 500B	Applied Music - Piano	1-2
MUSC 500C	Applied Music - Organ	1-2
MUSC 500D	Applied Music - Flute	1-2
MUSC 500E	Applied Music - Woodwinds	1-2
MUSC 500F	Applied Music - High Brass	1-2
MUSC 500G	Applied Music - Low Brass	1-2
MUSC 500I	Applied Music - High Strings	1-2
MUSC 500J	Applied Music - Low Strings	1-2
MUSC 500K	Applied Music - Guitar	1-2
MUSC 500L	Applied Music - Voice	1-2
MUSC 500M	Applied Music - Voice	1-2
MUSC 500N	Applied Music - Voice	1-2
MUSC 500O	Applied Music - Composition	2
MUSC 500P	Applied Music - Percussion	1-2

MUSC 502. Applied Music Laboratory. Performance in a workshop format providing guidance and support as the students gain valuable experience. (0).

MUSC 521. Counterpoint I. (3)

MUSC 522. Counterpoint II. (3)

MUSC 580 Music Workshop. Treatment of current theory and practice in programs related to the music and music education disciplines. (1-3)

MUSC 591. Advanced Harmony I. (3)

MUSC 592. Advanced Harmony II. (3)

Psychology

PSY 501. Comparative Multicultural Social Studies. Hands-on experience with Mexican, Mexican-American, American Indian and rural Anglo cultures. Particular focus is placed on human and social services, education, and agency approaches toward mental and physical health as well as legal issues. The academic perspective involves social psychology, clinical, counseling, and educational frameworks. Individual, group, and inter-group interactions are explored. An intense week-long exploration of selected cultures is offered. Interaction with college students from other areas in the U.S. is part of the experience. **Prerequisites: SOC 101 for Sociology Majors, PSY 101 for Psychology Majors; and permission of the instructor.** (3)

PSY/SOC 505. Psychology of Learning. Principles of learning theory directly applicable to effective teaching and counseling; considers the worth of learning theories of the recent past and relates them to good teaching and counseling methods; provides a framework in which the student may apply theories of learning. **Prerequisite: PSY 102.** (3)

PSY/SOC 506. Social Psychology. Introduction to social psychology from a symbolic interaction perspective. The course focuses on how humans make sense of and interpret their social world and react to the symbolic meanings attached to social life. Topics include: the self, identity, social construction of reality, human use of symbols, cognitive and social structure, ambiguity and conflict in social interaction. **Prerequisite: Permission of the instructor.** (3)

PSY 512. Psychopathology. A course based upon DMS-IV-R with a focus on the major categories of psychological pathology. Focus will be placed on the characteristics and requirements, as prescribed by N.M. statutes, relevant to the seriously emotionally, behaviorally disturbed child and youth. Assessments, evaluations, diagnoses, and treatment strategies will be discussed in detail. (3)

PSY 520. Diagnostics and Evaluation. Relationship of assessment/evaluation to making responsible; scientific diagnoses and subsequently developing corresponding treatment plans are stressed in this course. Diagnostic and Statistical Manual clinical syndromes are explored as are measures used in assessment and evaluations. Statistics relevant to test assessments, reliability, and validity will be examined. Supervised administration of basic diagnostic measures within the schools and testing ethics will be part of this course. (3)

PSY 521. Advanced Clinical Seminar. An advanced level graduate or post-graduate course addressing the following clinical issues: comprehensive childhood and youth assessments; psychopharmacology; clinical neuropsychology; forensic psychology; and significant CLINICAL syndromes including multiple diagnoses. Student will also be exposed to relevant test procedures, assessments, evaluations, diagnoses, and report writing. Supervised field experiences in the schools is required. **Prerequisite: Permission of the instructor.** (3)

PSY 523. Child Clinical Psychology. Acquaints the graduate student with the neurophysiology and behavioral components of development from conception up until late adolescence and the completion of neurodevelopment. The mix of genetics and socialization relevant to normal and abnormal (characterologic and clinical) behaviors is explored, as well as, a host of assessments and treatment modalities, including behavioral interventions, significant other training, and psychopharmacology. Critical contemporary school/family/community youth issues will be addressed --- including: child abuse and neglect, delinquent and gang behaviors, substance use/abuse, youth pregnancies, youth violence (suicide and homicide) --- and how these factors relate to the child and adolescent social and neurophysiological development. **Permission of the Instructor.** (3)

PSY 525. Theories of Personality. Presents the major theories of personality from Freud to more contemporary figures. Personality assessment is stressed as well as the relationship of these measures to other areas of psychology including industrial/organizational psychology, employment assistance programs, marriage and the family, and clinical/counseling/school psychology. School assessments are part of the course requirements. (3)

PSY 526. Introduction to School Psychology. A survey course on the role of the school psychologist including a discussion of the licensure and certification process and exposure to the diversity of social, clinical, legal and ethnic issues facing the school psychologist. The course will also cover: (a) history and foundations of current issues in school psychology, (b) APA and NASP ethics, (c) the consultant role, and (d) parent/community/school interaction. **Permission of the instructor.** (3)

PSY 530. Psychology of Gender. Review of research findings on sex differences between males and females. These findings will be used in discussions and student activities concerning areas where differences between males and females are found. (3)

PSY 535. Human Motivation. Examination of different biological, social, learning, and cognitive approaches to the topic of motivation. The key theories of motivation will be reviewed and applied. Contemporary issues will be analyzed from a motivational perspective. (3)

PSY 580. Psychology Workshop. Current theory and practice in programs related to the general discipline. **Prerequisite: Permission of the instructor.** (3-9)

PSY 581. School Psychology Internship I. Two semesters of 1200 contract hours of (600 each semester) full time experience with a school psychologist in an approved elementary, middle or high school setting. Students will be provided the opportunity to test, assess, evaluate, diagnose and treat children and youth with supervision. Parent/school inter-action and communication is also stressed. Weekly seminars will address critical school psychology topics throughout the internship. The desired result is a suitable and capable science practitioner. **Prerequisites: completion of all course work and passage of the NASP (NCSP) exam at the required state cutting score. Offered only under special circumstances.** (1 to 12 hours per semester)

PSY 582. Advanced Internship in Psychology. A supervised field experience utilizing a variety of psychological counseling skills and applications in an appropriate

counseling setting under the direction of a professional psychologist. **Prerequisite: Permission of the instructor.** (3-12, 12 hours maximum)

PSY 598. Psychology Thesis. Prerequisite: Permission of the instructor. (6)

Reading Education

RDG 510. Teaching of Reading. This course provides an exploration of specialized techniques and materials for the teaching of reading in the elementary school and provides an overview of the nature of the developmental reading process; has a field experience. **Prerequisites: EDUC 505 or 564 and EDUC 506 and Admission to Teacher Education Program. Permission Required.** (3)

RDG 511. Corrective Reading Instruction. This course will provide diagnostic and instructional techniques for teaching children with reading problems in the regular classroom; course requires field experience and development of a case study. **Prerequisite: RDG 510 with a grade of "C" or higher. Permission Required.** (3)

RDG/SPED 512. Diagnosis and Prescription of Reading for Diverse Learners. The course identifies theoretical and practical aspects of using formal and informal diagnostic procedures; selecting appropriate test batteries, prescribing instructional materials, and using appropriate teaching techniques. **Permission Required.** (3)

RDG 514. Theoretical Models of Reading. Theories of language acquisition, reading models, research, and current instructional issues related to theoretical models of reading will be examined. **Permission Required.** Summer only. (3)

RDG 515. Remedial Reading. This course is for advanced students in reading and investigates diagnosis of reading problems and their causes and remediation. The course includes actual work in diagnosis, prescription, and instruction of public school students experiencing reading problems and includes field experience. **Permission Required.** Spring (even numbered years). (3)

RDG 517. Early Childhood Reading. Course will focus on reading readiness, emergent literacy and early reading development research and instructional practices relating to nursery school, kindergarten, and the primary school; course includes field experience. **Permission Required.** Spring (odd numbered years). (3)

RDG 537. Literacy: Teaching Applications. The course will utilize a multi-disciplinary approach of theoretical nature with application of information during field experience. Academic counterpart will explore the economical, the political, the sociological, and the moral issues facing society; includes 60 hours field experience. (3)

RDG 560. Reading Skills in Secondary Education. The course is designed to help secondary pre-teachers gain insight into the reading process in various content areas generally offered in the public secondary school; course includes investigation of methods and procedures for assisting students in the improvement of reading and study skills in the content areas and has a required field experience. **Prerequisites: EDUC 506 or 564, and EDUC 507 and Admission to Teacher Education Program. Permission Required.** (3)

RDG 579. Seminar in Reading. This changing topical seminar will address current research and movements in reading education and includes discussion of issues determined by topics reflected in recent field related publications. **Permission Required.** (3)

RDG 581. Practicum in Reading. This capstone course is a supervised field experience that provides practice, demonstration, self-evaluation, and validation of competencies gained in the reading program. **Permission required.** (3)

Sociology

SOC/PSY 506. Social Psychology. Introduction to social psychology from a symbolic interaction perspective. The course focuses on how humans make sense of and interpret their social world and react to the symbolic meanings attached to social life. Topics include: the self, identity, social construction of reality, human use of symbols, cognitive and social structure, ambiguity and conflict in social interaction. **Prerequisite: Permission of the instructor.** (3)

SOC 550. Environmental Sociology. This course investigates the societal causes and cures of environmental deterioration. We will examine population, water, pollution, toxic racism, global climate change, energy, politics, globalization, environmental movements, and sustainable development. Students in this course are asked to think critically about societal impact on the environment and social inequality and the environment. **Prerequisite: Permission of the instructor.** (3)

SOC 560. Social Movements/Social Change. This course examines social movements and social change from a theoretical perspective. The goal is to understand the process of social movement emergence, development and outcomes. We will ask such questions as why movements emerge, who joins or supports movements, how are movements organized, what tactics do movements use, and what do movements accomplish. **Prerequisite: Permission of the instructor.** (3)

SOC 570. Sociology of Religion. This course is designed as an introduction to the sociological study of religion. We will ask questions such as: How has religion influenced society? Politics? Economics? Gender inequality? How has society influenced religion? Why do people participate in religion? The course includes both classic readings in the sociology of religion and contemporary work done in the field. **Prerequisite: Permission of the instructor.** (3)

Special Education

SPED 508. Introduction to Exceptional Children. An introduction to the various exceptionalities, procedures and processes of identifying and placing children with special needs into special remedial or accelerated programs, and of staffing those programs; emphasizes New Mexico programs, standards and guidelines, as well as issues presented in IDEA and other state and federal mandates. (3)

SPED/RDG 512. Diagnosis and Description of Reading for Diverse Learners. The course identifies theoretical and practical aspects of using formal and informal diagnostic procedures; selecting appropriate test batteries, prescribing instructional materials, and using appropriate teaching techniques based upon individual diagnosis will be emphasized. **Permission Required.** (3)

SPED 528. Curriculum and Methods in Special Education. Provides teachers of students with disabilities with basic background in methods, materials, IEP and curriculum development; emphasizes the analysis and selection of curricula, instructional methods, and the use of materials in the educational process for children with disabilities. Specific procedures are used for enhancing the instructional process for children disabilities. Thirty (30) hours of field work are required during this course. **Prerequisites** SPED 508, EDUC 506, 505 or 507 or 564 and admission to the Teacher Education Program. (3)

SPED 541. Practice Teaching - Special Education. One semester of supervised classroom experience as a practice teacher in a public school; involves a full-time assignment of one academic semester with licensed educational personnel supervision. Attendance of a weekly method seminar is also a course requirement. Seminars will emphasize teaching methods, behavioral management, ethics, multiculturalism, and tutoring/coaching. **Permission Required. All core/professional courses must be completed prior to registering for practice teaching; including EDUC 536 which can be taken concurrently with SPED 551.** (1-6)

SPED 551. Behavioral Management Approaches with Exceptional Children. Emphasizes the use of behavior management strategies for children with special needs. **Prerequisites:** SPED 508, 528. **Currently with SPED 541.** Fall, alternate Summers. (3)

SPED 552. Families, School, Community Relations and the Exceptional Child. Prepares special education teachers to work effectively with the parents of children with special needs by providing information on a variety of issues dealing with parent-teacher relationships. Some of the issues are: value clarification, conferencing skills, assertiveness training, problem solving, establishing open communications, working with community agencies, discipline and legality. Spring, alternate Summers. (3)

SPED 554. Evaluation and Assessment of Exceptional Children. Familiarize special education teachers with the field of assessment, including methods, diagnostic instruments, and techniques for evaluating exceptional children. **Prerequisites:** SPED 508, 528. (3)

SPED 556. Culturally Diverse Exceptional Children. Theory and practice in bilingual/multicultural special education, with emphasis on language and culture, assessment practices, and learning styles of exceptional bilingual children. Fall, alternate Summers. (3)

SPED 569. Nature and Needs of Persons with Mental Retardation. Course is designed to assist teachers in understanding the nature of mental retardation from an interdisciplinary perspective. Emphasis will be placed on the educational significance of different theoretical perspectives as they relate to the needs of the intellectually disabled. (3)

SPED 570. Nature and Needs of Persons with Learning Disabilities. This course provides teachers with information which will assist them to understand the nature of learning disabilities from an interdisciplinary perspective. The focus will be on the identification, characteristics, and education of children with learning disabilities. Fall, alternate Summers. (3)

SPED 576. Nature and Needs of Persons with Emotional & Behavioral Disorders. This course provides teachers with information which will assist them to understand the nature of behavior disorders from an interdisciplinary perspective. The focus will be on the identification, characteristics, education and needs of children identified as emotionally disturbed. Spring, alternate Summers. (3)

SPED 581. Practicum in Special Education. This field experience consists of 180 clock-hours of supervised work with handicapped populations in public schools, residential facilities or clinical settings. Research activities may also be allowed as part of the course requirements. Students must meet all prerequisites before applying for this field work. This course is designed primarily for graduate students or students who have completed student-teaching field experience and are seeking advanced skill in working with handicapped persons. **Prerequisites: SPED 508, 551, 528 and 554. Permission Required.** (3)