SCHOOL OF TEACHER PREPARATION, ADMINISTRATION AND LEADERSHIP (TPAL)

The NMSU College of Education's School of Teacher Preparation, Administration, and Leadership (TPAL) is devoted to the preparation of master educators, administrators and leaders for public, private, and governmental institutions. Graduates are prepared to serve as teachers, directors of instruction and curriculum, subject matter specialists, supervisors of student teaching, educational leaders, and university professors. The School of TPAL has three divisions: Educational Foundations & STEM; Educational Leadership and Administration; and Educator Preparation.

Vision

We serve the State of New Mexico, borderlands and global communities with socially responsive scholarship, innovative programs, and collaborative initiatives in education that foster and enhance the capacity of educators and communities to advance equity, democracy, and social justice in education and society.

Mission

As a School within a land-grant and Hispanic Serving Institution, we support and advocate for equitable education for all, especially historically marginalized and multicultural/multilingual communities and students with exceptionalities. We accomplish this through teaching, scholarship, public service, the preparation of teachers and leaders, and collaborations across the disciplines and with our constituents.

Location

The main office of the School of Teacher Preparation, Administration, and Leadership (TPAL) at New Mexico State University is located in O'Donnell Hall, Suite 302.

New Mexico State University
College of Education
School of Teacher Preparation, Administration, and Leadership
MSC 3TPAL
Las Cruces, New Mexico 88003-8001
(575) 646-4820

Undergraduate Program Information

Bachelor Degrees

Licensure Programs

- Bachelor of Science in Education
  Undergraduate Teacher Education with majors in:
  - Early Childhood Education
  - Elementary Education
  - Special Education
  - Secondary Education – with concentrations in:
    - Science
    - Language Arts

Non-Licensure Program

- Bachelor of Applied Studies
  - Early Childhood Birth to Age 4 Non-Licensure Track
- Bachelor of Science
  - Educational Leadership

Undergraduate minors

- Early Childhood Education – Undergraduate Minor
- Educational Leadership – Undergraduate Minor

Graduate Program Information

Masters Degrees

Master of Arts in Education

- MA/MAT in Education Programs Page (General information)
  - Master of Arts in Education Plus Licensure Concurrently (earn a teaching license in the areas of Early Childhood Education, Elementary Education or Secondary Education while earning a Master of Arts in Education degree)
- Alternative Licensure
- Master of Arts in Education (Non-Licensure)
- Master of Arts in Education (for licensed PK-12 teachers)
  Concentrations:
  - Bilingual Education
  - Curriculum and Instruction
  - Early Childhood Education
  - Education and Design in Learning Technology
  - Language, Literature and Culture
  - Teaching English to Speakers of Other Languages

Masters of Arts in Educational Administration

- Master of Arts (M.A.)plus Licensure Program in Educational Leadership and Administration- PK-12 program
- Master of Arts (M.A.) in Educational Leadership and Administration – Higher Education program

Master of Arts in Teaching

Concentrations:

- Dance
- Spanish

Masters of Arts in Special Education

- Masters of Arts in Special Education and Licensure Programs

Doctoral Degrees

- Curriculum and Instruction - Doctor of Philosophy (online or face-to-face)
- Educational Leadership and Administration (Higher Education Administration)- Doctor of Education (ELDP)
- Educational Leadership and Administration (PK-12 Administration) - Doctor of Education (ELDP)
- Educational Leadership and Administration (Higher Education Administration)- Doctor of Philosophy (ELDP)
• Educational Leadership and Administration (PK-12 Administration) - Doctor of Philosophy (ELDP)

Graduate Certificates
• Autism - Graduate Certificate
• Early Childhood Education Alternative Licensure - Graduate Certificate
• Elementary Education Alternative Licensure - Graduate Certificate
• Online Teaching & Learning Technology - Graduate Certificate
• Secondary Education Alternative Licensure - Graduate Certificate
• Special Education Alternative Licensure - Graduate Certificate

Degrees for the Department
Bachelor Degree(s)
Early Childhood Education - Bachelor of Science in Education

Educational Leadership and Administration - Bachelor of Science

Elementary Education (Language Arts K-8) - Bachelor of Science in Education

Elementary Education (Math Arts K-8) - Bachelor of Science in Education

Elementary Education (Science Arts K-8) - Bachelor of Science in Education

Elementary Education (Social Studies K-8) - Bachelor of Science in Education

Secondary Education (Secondary Education Language Arts) - Bachelor of Science in Education

Secondary Education (Secondary Education Math) - Bachelor of Science in Education

Secondary Education (Secondary Education General Science) - Bachelor of Science in Education

Secondary Education (Secondary Education Social Studies) - Bachelor of Science in Education

Special Education (Elementary Education) - Bachelor of Science in Education

Special Education (Secondary Education) - Bachelor of Science in Education

Zero to Four Non-Licensure Track (Early Childhood) - Bachelor of Applied Studies

Master Degree(s)
Education (Bilingual Education) - Master of Arts

Education (Curriculum & Instruction) - Master of Arts

Education (Early Childhood Education) - Master of Arts

Education (Educational Learning Technologies) - Master of Arts

Education (Elementary Mathematics and Science) - Master of Arts

Education (Language, Literacy & Culture) - Master of Arts

Education (Teaching English Speakers of Other Languages) - Master of Arts

Education (Dance) - Master of Arts in Teaching

Education (Spanish) - Master of Arts in Teaching

Educational Leadership and Administration (Higher Education Administration) - Master of Arts

Educational Leadership and Administration (PK-12 Administration) - Master of Arts

Special Education - Master of Arts

Doctorate Degree(s)
Curriculum and Instruction - Doctor of Philosophy

Educational Leadership and Administration (Higher Education Administration) - Doctor of Education (ELDP)

Educational Leadership and Administration (PK-12 Administration) - Doctor of Education (ELDP)

Special Education - Doctor of Philosophy (ELDP)

Minors for the Department
Undergraduate
Early Childhood Education - Undergraduate Minor

Educational Leadership and Administration - Undergraduate Minor

Secondary Education - Undergraduate Minor

Graduate
Educational Leadership and Administration (Higher Education Administration) - Graduate Master's Minor

Educational Leadership and Administration (PK-12 School Administration) - Graduate Master's Minor

Educational Leadership and Administration - Graduate Doctoral Minor

Special Education - Graduate Minor

Graduate Certificate(s)
Autism - Graduate Certificate

Early Childhood Education Alternative Licensure - Graduate Certificate

Elementary Education Alternative Licensure - Graduate Certificate

Online Teaching & Learning Technology - Graduate Certificate

Secondary Education Alternative Licensure - Graduate Certificate

Special Education Alternative Licensure - Graduate Certificate

Co-Directors of the School of TPAL:
Professor, Azadeh F. Osanloo, Co-Director
Associate Professor, Betsy (Elizabeth) Cahill, Co-Director

Professors: Baptiste, Haynes Writer, Hernandez, Osanloo; Associate Professors: Araujo, Cahill, Fahrenbruck, Flores Carmona, Huerta-Charles,
Prentice, Rutledge, Salas, Salazar Perez, Williams Pichon; **Assistant Professors:** Engledowl, Gray, Guillaume, Kew, Lucero, Marlatt, Pando, Parra, Rubio, Thomas, Woodley; **College Professor:** Cifuentes; **College Associate Professors:** Bagwell, Gorham-Blanco, Mason, Rodríguez-Strawn; **Emeritus Professors:** Armentáriz, Dominguez, González, Ivory, Reyes, Townley, Wilburg

A.F. Osanloo, Ph.D., Co-Director (Arizona State University) – educational equity, educational leadership and policy; social justice leadership; critical race theory; E. Cahill, Ph.D., Co-Director (Kent State University) – early childhood education; B. Araujo, Ph.D. (New Mexico State University) – critical pedagogy, bilingual education; H. P. Baptiste, Ed.D. (Indiana University) – science elementary; C. Engledowl, Ph.D. (University of Missouri) – mathematics education; J. Flores-Carmona, Ph.D. (University of Utah) – culture and society, sociology of education; M. L. Fahrenbruck, Ph.D. (University of Arizona) – language, reading & culture; P. Gray, Ed.D. (University of Texas-San Antonio) – principalship, culturally responsive leadership, race and leadership; R. Guillaume, Ph.D. (New Mexico State University) – student development theory, biracial/multicultural identity development, higher education administration; J. M. Hannan, Ph.D. (New Mexico State University) – distance education administration, best practices in teaching distance education, student services for distance education students; J. L. Haynes Writer, Ph.D. (University of New Mexico) – critical multicultural & social justice education, Indigenous, Native American education teacher preparation; A. Hernandez (Stanford University) – elementary literacy, sociolinguistics, biliteracy-multiliteracy, and teacher professional development; C.M. Hernandez, Ph.D. (Kansas State University) – science education; L. Huerta-Charles, Ph.D. (New Mexico State University) – multicultural/bilingual education; K. Kew, Ph.D. (Boston College) – educational change and reform, educational leadership, school culture, micro-politics; L. Lucero (University of Texas-El Paso) – teaching, learning, and culture, math, science, technology; R. Marlatt, Ph.D. (University of Nebraska-Lincoln) – language, literacy and culture; L. Mason, Ed.D. (University of Northern Colorado) – visual impairment, orientation and mobility, literacy; M. Pando, Ph.D. (Texas Tech University) – bilingual education; J. L. Parra, Ed.D. (Pepperdine University) – online teaching & learning, technology integration; teacher/faculty professional development, innovative & transformative education; M. Prentice, Ph.D. (University of Texas at Austin) – community college administration, service learning issues, best practices in teaching higher education; D. Rodriguez-Strawn, M.A. (New Mexico State University) – higher education administration, service learning practitioner, SLED program developer, teaching higher education, doctoral programs coordinator; B. Rubio (University of Texas-Austin) – educational leadership and policy studies; D. Rutledge, Ph.D. (University of Colorado-Boulder) – learning technologies, international education, bilingual education/TESOL; L. Salas, Ph.D. (New Mexico State University) – bilingual and multicultural special education, early childhood special education; M. Salazar Perez, Ph.D. (Arizona State University) – early childhood; R. Thomas (University of Missouri-Kansas City) – early childhood education, critical literacy, auto-ethnography; H. Williams Pichon, Ph.D. (University of New Orleans) – Higher education administration, access and persistence of historically underrepresented groups in higher education, college student development research; X. Woodley, Ph.D. (New Mexico State University) – educational learning technology, critical pedagogy.

**Emeriti Professors**

A. L. Armentáriz, Ph.D. (University of New Mexico - emeritus) – school administration, leadership development, organizational theory; R. Dominguez, Ph.D. (New Mexico State University - emeritus) – educational administration, higher education, community college administration, leadership development; M.L. González, Ph.D. (New Mexico State University) – leadership in public school administration, multicultural organizations; L. V. Reyes, Ph.D. (New Mexico State University - emeritus) – early childhood education and critical pedagogy; C. T. Townley, Ph.D. (University of Michigan - emeritus) – knowledge management, higher education

**Early Childhood Education Courses**

**ECED 1110. Child Growth, Development, and Learning**

3 Credits (3)

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized.

**ECED 1115. Health, Safety, and Nutrition**

2 Credits (2)

This course provides information related to standards and practices that promote children's physical and mental well-being and sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest.

**ECED 1120. Guiding Young Children**

3 Credits (3)

This course explores various theories of child guidance and the practical applications of each. It provides developmentally appropriate methods for guiding children and effective strategies and suggestions for facilitating positive social interactions. Strategies for preventing challenging behaviors through the use of environment, routines and schedule will be presented. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners and including families as part of the guidance approach.

**ECED 1125. Assessment of Children and Evaluation of Programs**

3 Credits (3)

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals and families in the process.

**Prerequisite(s):** ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).

**ECED 1130. Family and Community Collaboration**

3 Credits (3)

This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies.

**Prerequisite(s):** ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).
ECED 2110. Professionalism  
2 Credits (2)  
This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

ECED 2115. Introduction to Language, Literacy, and Reading  
3 Credits (3)  
This course is designed to prepare early childhood professionals for promoting children’s emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children’s oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.  
Prerequisite(s): ECED 1110 and (ENGL 1110G or ENGL 1110H, or ENGL 1110M).

ECED 2120. Curriculum Development through Play Birth through Age 4 (PreK)  
3 Credits (3)  
The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. Consent of instructor required.  
Prerequisite(s): ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).  
Corequisite(s): ECED 2121.

ECED 2121. Curriculum Development through Play Birth through Age 4 (PreK) Practicum  
2 Credits (2)  
The beginning practicum course is a co-requisite with the course Curriculum Development through Play Birth through Age 4. The field based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Consent of instructor required. Corequisite(s): ECED 2130.

ECED 2121. Curriculum Development through Play Birth through Age 4 (PreK) Practicum  
2 Credits (2)  
The beginning practicum course is a co-requisite with the course Curriculum Development through Play Birth through Age 4. The field based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Consent of instructor required. Corequisite(s): ECED 2130.

ECED 2130. Curriculum Development and Implementation Age 3 through Grade 3  
3 Credits (3)  
The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Consent of instructor required.  
Prerequisite(s): ECED 1110 and (ENGL 1110G or ENGL 1110H or ENGL 1110M).  
Corequisite(s): ECED 2131.

ECED 2131. Curriculum Development and Implementation Age 3 (PreK) through Grade 3 Practicum  
2 Credits (2)  
The beginning practicum course is a co-requisite with the course Curriculum Development and Implementation: Age 3 through Grade 3. The field based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included. Consent of instructor required. Corequisite(s): ECED 2130.

ECED 2134. Effective Program Development for Diverse Learners and their Families  
3 Credits (3)  
This course addresses the role of a director/administrator in the implementation of family-centered programming that includes individually appropriate and culturally responsive curriculum in a healthy and safe learning environment for all children and their families.

ECED 2135. Effective Program Development for Diverse Learners and their Families Practicum  
2 Credits (2)  
Provides opportunities for students to apply knowledge gained from Curriculum for Diverse Learners and their Families in a practicum setting. Consent of instructor required. Restricted to ECED majors.  
Corequisite(s): ECED 2134.

ECED 2215. Program Management  
3 Credits (3)  
This course emphasizes the technical knowledge necessary to develop and maintain an effective early care and education program. It focuses on sound financial management and vision, the laws and legal issues that affect programs, and state and national standards such as accreditation. Consent of instructor required.

ECED 2280. Professional Relationships  
3 Credits (3)  
This course addresses staff relations that will foster diverse professional relationships with families, communities and boards. Topics of staff recruitment, retention, support and supervision will lay the foundation for positive personnel, family and community relationships. Consent of instructor required.  
Corequisite(s): ECED 2281.
ECED 2281. Professional Relationships Practicum  
2 Credits (2)  
Practical experience in the development of staff relationships that will foster professional relationships with families, communities and boards. Issues of staff recruitment, retention, support and supervision will lay a foundation for positive personnel management. Consent of instructor required. Restricted to ECED majors.  
Corequisite(s): ECED 2280.

ECED 315. Research in Child, Growth, Development and Learning  
3 Credits (3)  
This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive, language, and the methodological aspects of research in early childhood development and education. May be repeated up to 3 credits. Restricted to: TEP-ECED majors.  
Prerequisite(s): ECED 1115.

ECED 310. Research in Early Childhood Education  
3 Credits (3)  
Prerequisite(s): ECED 2110.

ECED 329. Early Primary Field Placement  
2 Credits (4P)  
The field practicum is a co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts and Movement. The field based component will provide experiences that address curriculum content and practice teaching that is relevant for early primary children in developmentally and culturally sensitive ways. Graded: S/U. May be repeated up to 2 credits. Restricted to: TEP-ECED majors. Graded: S/U. Grading (S/U, Audit).  
Corequisite(s): ECED 440, ECED 455, RDG 350.

ECED 335. Family, Language and Cultural  
3 Credits (3)  
This course analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children's families, community and cultural background. May be repeated up to 3 credits. Restricted to: TEP-ECED majors.  
Prerequisite(s): ECED 1130.

ECED 351. Emergent Literacy  
3 Credits (2+2P)  
This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through age 4, including children with special needs. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials and preparation of rich literacy environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability and 5) literacy leadership. Crosslisted with: RDG 351.  
Prerequisite(s): ECED 2115.

ECED 395. Special Topics  
1-3 Credits  
Each course will be identified by a qualifying subtitle. A maximum of 3 credits in any one semester and a grand total of 6 credits.

ECED 420. Integrated Early Childhood Curriculum  
4 Credits (4)  
This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth through age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.  
Prerequisite(s): ECED 1115, ECED 2120, ECED 2121, ECED 2130, ECED 2131, ECED 2110, and ECED 1120.  
Corequisite(s): ECED 425.

ECED 425. Integrated Curriculum Practicum  
2 Credits (2)  
The advanced practicum course is a field based course that will provide opportunities for the integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.  
Prerequisite(s): ECED 1115, ECED 2120, ECED 2121, ECED 2130, ECED 2131, ECED 2110, and ECED 1120.  
Corequisite(s): ECED 420.

ECED 440. Teaching and Learning Math and Science  
4 Credits (4)  
Standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts. Field experience required. May be repeated up to 4 credits.  
Corequisite(s): ECED 329, ECED 455, RDG 350.

ECED 455. Teaching and Learning Social Studies, Fine Arts and Movement  
3 Credits (3)  
The course focuses on developmentally appropriate content, assessment materials and preparation of rich learning environments, and curriculum implementation for children birth through age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.  
Prerequisite(s): ECED 329, ECED 440, RDG 350.

ECED 458. Field Experience (Infants Pre-K)  
1 Credit (1)  
Supervised field experiences in early childhood settings: infants, toddlers, and pre-K programs. Graded S/U.

ECED 459. Field Experience (K-3)  
1 Credit (1)  
ECED 465. Advanced Caregiving for Infants and Toddlers  
3 Credits (3)  
The advanced field-based course is intended to assist students to define and implement advanced elements of quality programming for all infants, toddlers in safe, healthy, responsive caring environments. The experiences in the approved setting will support strong nurturing relationships, cultural competence, diverse learning needs and styles of every child, appropriate guidance techniques and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in home, small-group or whole-group care situations. May be repeated up to 3 credits.  
Prerequisite(s): ECED 2120 and ECED 2121; ECED 2130 and ECED 2131.

ECED 470. Student Teaching/Seminar  
6 Credits (6)  
Provides student teaching experience in a variety of settings with young children ages birth 8. May be repeated up to 6 credits. Restricted to: TEP-ECED majors.

ECED 479. Curriculum in Early Childhood Education  
3 Credits (3)  
Development and implementation of curriculum and materials for teaching young children.

ECED 489. Topics  
3 Credits (3)  
Offered under various subtitles which indicate the subject matter to be covered. May be repeated three times for a maximum of 9 credits.

ECED 510. Issues in Early Childhood Education  
3 Credits (3)  
Examines current trends and problems through readings of theoretical, empirical, and applied literature.

ECED 515. Working with Parents of Young Children  
3 Credits (3)  
Techniques for setting up home and classroom visitations, communicating with parents, and establishing special programs.

ECED 520. Seminar on Child Development, Assessment and Well-being of Young Children  
3 Credits (3)  
This course will reintroduce you to the world of young children in a variety of early childhood settings. It focuses on early childhood development, observation of young children and evaluation of classrooms, child well-being, and the many ways in which young children learn. Sessions will bridge theory to practice as we explore your internship experiences and gain deeper understanding of your role as an early care and education professional. May be repeated up to 3 credits.

ECED 530. Leadership and Advocacy in Early Childhood  
3 Credits (3)  
The course explores a multidisciplinary approach to early childhood educational leadership, advocacy and change. The course focuses on leadership in its many forms: in teaching, administration, policy, research, and ethics. In addition, we will examine the theory and practice of change to gain an understanding of what contributes to advocating for policy and community change. Students will gain a deeper understanding of themselves as leaders, and ways to improve early education to promote social justice in programs and systems serving families and young children.

ECED 540. Science/Math Curriculum  
3 Credits (2+2P)  
Methods and materials for developmentally appropriate practices in teaching science and math for young children. Same as ECED 440 with differentiated assignments for graduate students.

ECED 570. Play in the Early Childhood Curriculum  
3 Credits (3)  
Advanced exploration of the development of curriculum based on children's play. A means of exploring and learning the patterns of human living, communications, and experiences congruous with developing interests and capacities. Restricted to majors. Same as ECED 451 with differentiated assignments for graduate students.

ECED 612. History and Philosophy of Early Childhood Education  
3 Credits (3)  
Critical analysis of the historical development and philosophical underpinnings of the field of early childhood education as it relates to current practice. Restricted to doctoral-level students of any major.

ECED 614. Early Childhood, Communities, and Social Policy  
3 Credits (3)  
Early childhood politics and policy taken from a global, national, state, and community context. Restricted to doctoral-level students of any major.

ECED 698. Selected Topics in Early Childhood Education  
1-6 Credits  
Offered under various subtitles. May be repeated for a maximum of 6 credits. Restricted to doctoral-level students of any major.

Education Courses

EDUC 1110. Freshman Orientation  
1 Credit (1)  
Introduction to the university and to the College of Education. Discussion of planning for individualized education program and field experience. Restricted to Las Cruces campus only.

EDUC 1120. Introduction to Education  
2 Credits (2)  
Introduction to the historical, philosophical, sociological foundations of education, current trends, and issues in education; especially as it relates to a multicultural environment. Students will use those foundations to develop effective strategies related to problems, issues and responsibilities in the field of education. Restricted to Las Cruces campus only.

EDUC 1140. Math for Paraprofessionals  
3 Credits (3)  
Applied math skills for paraprofessionals working with children.  
Prerequisite: CCDM 103 N.

EDUC 1150. Math for Paraprofessionals II  
3 Credits (3)  
Applied math skills for paraprofessionals working under the direction of a teacher.  
Prerequisite(s): EDUC 1140.

EDUC 1185. Introduction to Secondary Education and Youth  
3 Credits (3)  
Introductory course for students considering a career in secondary education. Includes historical, philosophical, and sociological foundations, program organization, critical dispositions, and understanding the context of schools and youth. Practicum required. Restricted to: Secondary Ed majors. Traditional Grading with RR.
EDUC 1995. Field Experience I
1 Credit (1)
Introduction to public school teaching, school visits, classroom observations and discussion seminar.

EDUC 1996. Special Topics in Education
1 Credit (1)
Supervised study in a specific area of interest. Each course shall be designated by a qualifying subtitle. May be repeated for a maximum of 9 credits.

EDUC 1998. Internship I
3 Credits (3)
Supervised experience in elementary education settings.

EDUC 2710. Pre-Teacher Preparation
3 Credits (3)
Assists students in developing the necessary competencies needed for acceptance to the Teacher Education Program. Course content includes basic skill development, test taking skills, and completion of teacher preparation packet. Maybe repeated for a maximum of 6 credits. Graded S/U. Community Colleges only.

EDUC 2998. Internship II
3 Credits (3)
Supervised experience in junior high settings.
Prerequisite: must be a co-op student.

EDUC 302. Internship III
3 Credits (3)
Student teaching in public school classroom according to major area of interest.

EDUC 315. Multicultural Education
3 Credits (2+2P)
The conceptual manifestations of culture, race and ethnicity, class, gender, sexual orientation, exceptionalities, language, bilingualism, and global citizenship within the schooling process. May be repeated up to 3 credits. Crosslisted with: EDUC 317V.

EDUC 317V. Multicultural Issues in Society
3 Credits (3)
Conceptual manifestations of culture, race, ethnicity, class, gender, exceptionalities, language, and bilingualism within and across society. Crosslisted with: EDUC 315.

EDUC 381. Secondary Field Experience
3 Credits (2+2P)
Develop professional skills, dispositions, and understanding of secondary bilingual youth, content, and pedagogy through discussion seminar and interactions with public education mentor teachers. Focused observations, study of classroom language and culture, introduction to lesson planning and student assessment. Requires 32 hours of practicum field experience. Same as EDUC 303. May be repeated up to 3 credits. Crosslisted with: BLED 303.

EDUC 395. Special Topics in Education
1-3 Credits
Offered under various subtitles in the Schedule of Classes. May be taken for a maximum of 3 cr. per semester and a total of 6 credits overall.

EDUC 402. Data Literacy and Assessment
3 Credits (3)
Methods for selecting, constructing, and using multiple methods of assessment to monitor learner progress and improve student learning. Students will learn to analyze and use classroom and standardized assessment data to understand patterns and gaps in learning, to guide planning and instruction, and employ technology to support practice. May be repeated up to 6 credits.

EDUC 451. Methods of Teaching Elementary School Science
3 Credits (2+2P)
Methods and materials for teaching elementary school science. Includes components of lessons and the use of multimedia. May be repeated up to 3 credits. Restricted to: TEP-SED majors.
Prerequisite(s): 9 hours of science from biology, chemistry, physics, and earth sciences, with no more than 3 hours from any one department.

EDUC 452. Methods of Teaching Elementary School Mathematics
3 Credits (3)
Content, theories of cognition, and instructional approaches for the teaching of mathematics in the elementary grades.
Prerequisite(s): MATH 1134.

EDUC 454. Methods of Teaching Elementary School Social Studies
3 Credits (2+2P)
Focus on social studies curriculum and instruction including student-centered approaches, active learning, educational technology, nontextual curriculum, integration, multicultural education, authentic assessment, and practical applications. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 460. Teaching Language Arts at the Middle and High School Level
3 Credits (2+2P)
Implications of cognition and language development for appropriate secondary instructional practices. Focus on construction of meaning, student-centered response to literature, writing process, print and oral language development, based on socio-psycholinguistic research and theory. Practicum required. Same as EDUC 560. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 461. Teaching Social Studies at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in social studies. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of social studies. Practicum required. Same as EDUC 561. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 462. Teaching Mathematics at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in mathematics. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of mathematics. Practicum required. Same as EDUC 562. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 463. Teaching Science at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in science. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of science for students in grades 6-12. Practicum required. Same as EDUC 563. May be repeated up to 3 credits. Restricted to: TEP-SED majors.
EDUC 470. Elementary Student Teaching  
9 Credits (9)  
Synthesis of knowledge and skills appropriate to teaching in elementary schools. May be repeated up to 9 credits. Restricted to: TEP-EED majors. Graded: S/U Grading (S/U, Audit).

EDUC 471. Secondary Student Teaching  
9 Credits (9)  
Synthesis of knowledge and skills appropriate to teaching in secondary schools. May be repeated up to 9 credits. Restricted to: TEP-SED majors. Graded: S/U Grading (S/U, Audit).

EDUC 475. Contemporary Issues in Education  
3 Credits (2+2P)  
Discussion of contemporary issues including: classroom management, motivation, conferences, professional organizations, professional ethics, community influences, cultural pluralism, reform movements, instructional influences, and educational technology. Requires field experience component in a school or community setting. Same as EDUC 575. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 476. Science for Educators  
3 Credits (3)  
This course will focus on the exploration of key central science concepts and how to connect learners to resources, tools of inquiry, and collaborative problem solving related to authentic local and global issues in classroom, lab, and digital science environments. Topics include: The nature of science, Physical Science, Life Science, Earth and Space Science.

EDUC 480. International Student Teaching Seminar  
1 Credit (1)  
Preparation for students planning to teach in an international setting.  
Prerequisite: Must be scheduled one semester before graduation.

EDUC 481. Elementary Student Teaching Seminar  
3 Credits (3)  
Discussion of elementary school issues related to student teaching. Taken concurrently with EDUC 470. May be repeated up to 3 credits. Restricted to: TEP-EED majors.

EDUC 482. Middle and High School Student Teaching Seminar  
3 Credits (3)  
Discussion of secondary school issues related to student teaching. Taken concurrently with EDUC 471. May be repeated up to 3 credits. Restricted to: TEP-SED majors.

EDUC 489. Topics  
1-3 Credits  
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 3 credits in any one semester and a grand total of 3 credits. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: TEP-SPED majors.

EDUC 495. Directed Study Courses in Education  
1-3 Credits  
Each course shall be identified by a qualifying subtitle. Maximum of 3 credits in any one semester and a grand total of 6 credits.

EDUC 501. Special Topics  
1-3 Credits  
Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 505. Classroom Management  
3 Credits (3)  
Strategies for managing classroom settings and determining appropriate modification of instructional approaches to meet changing classroom situations.

EDUC 509. Teaching Methods Laboratory  
3 Credits (3)  
Practical application of previously learned content.  
Prerequisite(s): Bachelors degree and admission to the Graduate School and departmental special program.

EDUC 510. Internship/Student Teaching  
3 Credits (3)  
Integrated with EDUC 509. Student is assigned to an elementary or secondary classroom for 14-16 weeks. Elementary or secondary.  
Prerequisite(s): EDUC 509.

EDUC 515. Multicultural Education  
3 Credits (2+2P)  
Conceptual manifestations of culture, race, and ethnicity, class, gender, exceptionalities, language and bilingualism within the schooling process. Same as EDUC 315 with differentiated assignments for graduate students.

EDUC 516. Curriculum and Pedagogy I  
3 Credits (3)  
Introduction, reconstruction, and other connections among historical, philosophial, sociocultural, psychological, and theoretical foundations of curriculum and pedagogy and their application to culturally and linguistically diverse teaching and learning settings.

EDUC 518. Technology and Pedagogy  
3 Credits (3)  
Critical analysis, design, and evaluation of computer-based technologies in teaching and learning for diverse communities. May be repeated up to 3 credits.  
Prerequisite(s): Graduate standing.

EDUC 519. Research in Curriculum and Pedagogy  
3 Credits (3)  
An introduction to qualitative and quantitative designs for research in curriculum and instruction, with emphasis on action research.

EDUC 520. Action Research Projects  
3 Credits (3)  
Deeper explorations and connections among foundations of curriculum and pedagogy and their application to culturally and linguistically diverse teaching and learning settings through action research projects, approaches to assessment, and agency.  
Prerequisite(s): EDUC 515, 516, 518 & 519.

EDUC 530. Exploration in Education  
3 Credits (3+3P)  
Overview of elementary and secondary schooling. Includes opportunities to gain teaching experience in diverse settings.

EDUC 537. Independent Readings  
1-3 Credits  
Each project will be designated by a qualifying subtitle.

EDUC 550. Methods of Teaching Early Childhood Education  
3 Credits (3)  
Characteristics of the young child, play, guidance, communication, methods, materials, models, issues. Same as EDUC 450 with differentiated assignments for graduate students.
EDUC 551. Methods of Teaching Elementary School Science
3 Credits (2+2P)
Methods and materials for teaching elementary school science. Includes components of lessons, planning and teaching lessons in schools, and multimedia. Students should have 9 hours of science from biology, chemistry, physics, and earth science with no more than 3 hours from any one department to enroll in this course. Same as EDUC 451 with differentiated assignments for graduate students.
Corequisite(s): ECED 550; EDUC 552; RDG 560.

EDUC 552. Methods of Teaching Elementary School Mathematics
3 Credits (2+2P)
Content, theories of cognition, and instructional approaches for the teaching of mathematics in the elementary grades. Same as EDUC 452 with differentiated assignments for graduate students.
Prerequisite(s): MATH 1134.
Corequisite(s): ECED 550; EDUC 551; RDG 560.

EDUC 553. Methods of Teaching Elementary School Language Arts
3 Credits (2+2P)
Implications of language acquisition and development for instructional practices. Focus on student-centered response to literature, writing process, whole language learning, based on socio-psycholinguistic theory and research. Same as EDUC 453 with differentiated assignments for graduate students.
Corequisite(s): EDUC 554; EDUC 555; RDG 561.

EDUC 554. Methods of Teaching Elementary School Social Studies
3 Credits (2+2P)
Focus on social studies curriculum and instruction including student-centered approaches, active learning, educational technology, non-contextual curriculum, integration, multicultural education, authentic assessment, and practical applications. Same as EDUC 454 with differentiated assignments for graduate students.
Corequisite(s): EDUC 553; EDUC 555; RDG 561.

EDUC 557. Science and Math Methods: Internship
3 Credits (3)
Elementary alternative licensure process course designed to introduce intern licensed teachers to methods of instruction for mathematics and science. University supervision provided simultaneously with EDUC 557. Restricted to CI and HSS non-degree students.

EDUC 558. Social Studies/Language Arts Methods Internship
3 Credits (3)
Elementary alternative licensure process course designed to introduce intern licensed teachers to methods of instruction of social studies and language arts. University supervision provided simultaneously with EDUC 558. Restricted to CI and HSS non-degree students.

EDUC 560. Teaching Language Arts at the Middle and High School Level
3 Credits (2+2P)
Implications of cognition and language development for appropriate secondary instructional practices. Focus on construction of meaning, student-centered response to literature, writing process, print and oral language development, based on socio-psycholinguistic research and theory. Practicum required. Same as EDUC 460 with differentiated assignments for graduate students. Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 561. Teaching Social Studies at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in social studies. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of social studies for student in grades 6-12. Practicum required. Same as EDUC 461 with differentiated assignments for graduate students. Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 562. Teaching Mathematics at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in mathematics. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of students in 6-12 setting settings for mathematics. Same as 462 with differentiated assignments for graduate students.
Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 563. Teaching Science at the Middle and High School Level
3 Credits (2+2P)
Integrating content knowledge and pedagogy for the middle and high school teacher in science. The focus will be on a variety of instructional strategies and pedagogical skills that will enhance the learning of science for student in grades 6-12. Practicum required. Same as EDUC 463 with differentiated assignments for graduate students.
Prerequisite(s): TEP required EDUC 515 & EDUC 530.

EDUC 571. Elementary Mathematics Development I
3 Credits (3)
Understanding of the research on elementary development of mathematics and its application in the classroom. Focus on how elementary students come to understand counting, the base 10 number system, and connections between early number understanding, geometric representations, fractions, and operations in later grades. Course assignments require working with elementary students. Consent of Instructor required. Restricted to: Master of Arts in Education: Elementary Mathematics and Science majors.

EDUC 572. Elementary Science Development
3 Credits (3)
Understanding of the research on elementary development of science and its application in the classroom. Focus on how elementary students come to understand topics in the physical sciences, life sciences, and earth and space sciences. Includes applications to engineering and technology. Course assignments require working with elementary students. Consent of Instructor required. Restricted to: Master of Arts in Education: Elementary Mathematics and Science majors.

EDUC 573. Elementary Science Development
3 Credits (3)
Understanding of the research on elementary development of science and its application in the classroom. Focus on how elementary students come to understand topics in the physical sciences, life sciences, and earth and space sciences. Includes applications to engineering and technology. Course assignments require working with elementary students. Consent of Instructor required. Restricted to: Master of Arts in Education: Elementary Mathematics and Science majors.
EDUC 577. Leadership Advocacy in Elementary Mathematics and Science  
3 Credits (3)  
This course focuses on development of elementary mathematics and science specialists’ leadership qualities necessary to promote and advocate for positive change through active participation with other professionals and in their own professional growth that draws upon current research in their respective fields, development of professional development programs, evaluation of educational structures that impact equitable access to high quality instruction, and communication with stakeholders directly and indirectly associated with education institutions. Consent of Instructor required. Restricted to: Master of Arts in Education: Elementary Mathematics and Science majors.

EDUC 590. TESOL Practicum  
3 Credits (3)  
Classroom applications of ESL literacy development through supervised teaching experiences accompanied by a seminar. Same as RDG 590.

EDUC 595. Directed Study Courses in Education  
1-3 Credits  
Each course will be identified by a qualifying subtitle. Maximum of 3 credits in any one semester and a total of 6 credits overall.

EDUC 597. Capstone Research Project  
1-3 Credits (1-3)  
Capstone project. Maximum of 3 credits per semester and a total of 6 credits overall. Consent of Instructor required. Restricted to: Admittance into the Master of Arts in Education: Elementary Mathematics and Science program; Instructor Approval Needed majors.

EDUC 598. Special Research Programs  
1-3 Credits  
Individual investigations either analytical or experimental. Maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 599. Master's Thesis  
15 Credits  
Thesis.

EDUC 600. Doctoral Research  
1-15 Credits  
Research.

EDUC 601. Contemporary Curriculum/Instruction Practices  
1-3 Credits  
Course subtitled in the Schedule of Classes. A maximum of 3 credits per semester and a total of 6 credits overall.

EDUC 602. Internship in Curriculum and Instruction  
3-6 Credits  
For those pursuing an advanced graduate degree to meet the requirement for field work. Each course to bear an appropriate subtitle.

EDUC 603. Curriculum for a Diverse Society  
3 Credits (3)  
Builds upon knowledge of the foundations of curriculum and professional experience in an educational setting. Focus on the role of the curriculum leader in understanding curriculum theory, designing curriculum, and implementing curriculum in various settings.

EDUC 604. Pedagogy of Learning in a Diverse Society  
3 Credits (3)  
Builds upon knowledge of the foundations of instruction and professional experience in teaching and learning. Focus on diverse theories of instruction with relevant practices in pluralistic settings and multicultural interactions of teaching and learning.

EDUC 605. Independent Study Topics  
1-3 Credits  
A problem and seminar course for those pursuing an advanced graduate degree. Course subtitled in the Schedule of Classes.

EDUC 606. Qualitative Research I  
3 Credits (3)  
This course offers an examination of qualitative research approaches used in educational and social settings, with a focus upon research design, field relations, data collection and analysis, and writing from a qualitative perspective. May be repeated up to 3 credits.

EDUC 607. Current Research in Educational Practice  
3 Credits (3)  
A seminar for doctoral and education specialist students emphasizing current research and educational practices. Same as BLED 607, ECED 607, RDG 607, and SPED 607.

EDUC 608. Issues in Multicultural Curriculum and Instruction and Teacher Education  
3 Credits (3)  
Builds upon multicultural theories and practices of teacher education. Restricted to doctoral-level students of any major.

EDUC 613. Evaluation of Quantitative Research in Education  
3 Credits (3)  
A doctoral-level exploration of a broad range of quantitative research designs and methodologies for collection and analysis of data as applied to critical review of the literature. May be repeated up to 3 credits.

EDUC 623. Curricular Mediation for Democratic Communities  
3 Credits (3)  
Problematization of the various relationships, roles, and leadership considerations which emerge within educational institutions, their structures, and their culturally democratic practices in the classroom, community, and society. Restricted to doctoral-level students of any major. Same as BLED 623, ECED 623.

EDUC 630. Critical Race Theory & Storytelling in Educational Spaces  
3 Credits (3)  
An upper-level doctoral course focusing on the philosophical, theoretical, and methodological origins and practices of CRT and the sister frameworks that emerged from CRT, i.e., AsianCrit, BlackCrit, FemCrit, LatCrit, QueerCrit, TribalCrit, and WhiteCrit within educational spaces.

EDUC 633. Praxis and Reflexivity  
3 Credits (3)  
The cyclical research processes of continuous self and systemic (re)evaluation vis-a-vis classroom, community, and society with an eye toward reflection, growth, change, and larger forms of social agency. Restricted to doctoral-level students of any major. Same as BLED 633, ECED 633, EDLT 633, RDG 633.

EDUC 634. Research as Praxis  
3 Credits (3)  
Alternative community-or-school-based research aimed at investigating and transforming educational realities, with the participants for their own benefit. Students will experience the dynamic between research theory and practice in education. Crosslisted with: BLED 634, EDLT 634 and RDG 634. Restricted to: EDUC,C I,C ID majors.

Prerequisite(s): EDUC 576 and EDUC 613.
EDUC 635. Critical Theory and Pedagogy  
3 Credits (3)  
Covers the various schools of thought on pedagogy, the historical and philosophical foundations embedded in these schools, and their impact on educational settings. Restricted to doctoral-level students of any major. Same as BLED 635.

EDUC 636. Advanced Statistics  
3 Credits (3)  
An intermediate course focusing on more advanced theories and techniques of inferential statistics as applied to education and psychology. Includes ANOVA, planned contrasts, ANCOVA, simple regression, and non-parametrics. A computer package will be the primary tool for data analysis. Crosslisted with: CEPY 636.  
Prerequisite(s): EDUC 613 or equivalent course work.

EDUC 637. Social Justice Issues in Education  
3 Credits (3)  
Covers the systems of oppression located within the constructs of power and hegemony and their impact on schooling. Restricted to doctoral-level students of any major. Same as BLED 637.

EDUC 685. Practicum  
2-6 Credits  
Provision for field inquiries and experiences designed to prepare the doctoral student for assuming responsibilities in the areas of curriculum and instruction.  
Prerequisite: post-master's standing.

EDUC 694. Dissertation Seminar  
3 Credits (3)  
Dissertation seminar course for doctoral students utilizing a qualitative research design. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: CID,EDUC majors.

EDUC 698. Selected Topics  
1-6 Credits  
Offered under various subtitles which indicate the subject matter to be covered. A maximum of 6 credits per semester and a total of 6 credits overall.

EDUC 699. Ed.S. Thesis  
1-15 Credits  
Offered primarily for those pursuing the research requirements for the Ed.S. degree. Course may be repeated up to a maximum allowed for this degree. Each research project will be designated by a qualifying subtitle.

EDUC 700. Doctoral Dissertation  
15 Credits  
Dissertation.

Educational Technology Courses  
EDLT 2110. Integrating Technology with Teaching  
3 Credits (3)  
Considers impact of technology on communication and knowledge development; engages students in the design of technology-integrated lessons with a constructivist approach.

EDLT 2110. Integrating Technology with Teaching  
3 Credits (3)  
Considers impact of technology on communication and knowledge development; engages students in the design of technology-integrated lessons with a constructivist approach.

EDLT 520. Critical Digital Literacy  
3 Credits (3)  
Explore, evaluate and use a variety of multimedia authoring tools including website, video, audio, image editing and apps (iOS/Android) for educational applications. Prerequisite(s)/Corequisite(s): EDUC 518

EDLT 522. Technology and Language Learning  
3 Credits (3)  
Use of technology to enhance second language and dual language programs. Organized around technology enhanced communicative and interactive language learning environments. May be repeated up to 3 credits.

EDLT 528. Foundations of Learning Design & Technology  
3 Credits (3)  
This course covers how to access, use, design, and evaluate instructional resources on the Internet, for blended and online learning environments. Prerequisite(s)/Corequisite(s): EDUC 518

EDLT 560. Fostering Online Learning Communities  
3 Credits (3)  
Examines theoretical and practical aspects of communication and collaboration and their impact on the formation of online learning communities for those teaching adults in higher education, business, or government settings.

EDLT 561. Social Media in Blended and Online Learning Environments  
3 Credits (3)  
This course will explore the role of social media in online and blended learning environments through practical hands-on activities, critical dialogue, and collaborative projects which will prepare you to utilize social media personally and pedagogically.

EDLT 575. Designing and Organizing Online Learning Environments  
3 Credits (3)  
This course will explore the role of social media in online and blended learning environments through practical hands-on activities, critical dialogue, and collaborative projects which will prepare you to utilize social media personally and pedagogically.

EDLT 577. Online Teaching and Learning  
3 Credits (3)  
This course provides a survey of theories, models and methods used to design and delivery online education through the use of technologies in K-12, higher education, business/industry, and continuing education.

EDLT 578. Design and Delivery of Webconferences and Webinars  
3 Credits (3)  
This course provides hands-on experiences with web conferencing and examines the theory and research of web conferencing's impact on teaching and learning.

EDLT 579. Universal Design in Online Course Design  
3 Credits (3)  
Examines theory, practical application of strategies, and global and policy implications of universal design (UD)in online learning environments.
EDLT 580. Tools and Techniques for Online Teaching
3 Credits (3)
Examines the theoretical and practical implications of various asynchronous and synchronous tools and their impact on teaching and learning through research and hands-on experience.

EDLT 581. Emerging Technology Tools and Techniques
3 Credits (3)
This course examines the theory, research, and practice of emerging technologies for educational practice and their impact on online teaching and learning.

EDLT 590. Capstone
3 Credits (3)
Explores a variety of online assessment and evaluation options with an emphasis on continual assessment and evaluation to improve teaching and learning.

EDLT 592. Directed Studies
3 Credits (3)
Supervised academic work. Consent of Instructor required.

EDLT 607. Current Research in Learning and Technology
3 Credits (3)
Explores models and methods for examining and researching the impact of technology on learning and education.

EDLT 610. Technology, Society, and Education
3 Credits (3)
Same as EDUC 610.

EDLT 612. Advanced Fieldwork
3 Credits (3)
Fieldwork in learning technologies provides opportunities to integrate theory and practice through research, teaching and/or development.

EDLT 620. Multimedia, Authoring and Curriculum Design
3 Credits (3)
Explore, evaluate and use a variety of multimedia authoring tools including website, video, audio, image editing and apps (iOS/Android) for educational applications. Includes additional theoretical research component for doctoral students.

EDLT 633. Praxis and Reflexivity
3 Credits (3)
Same as BLED 633, ECED 633, EDUC 633, RDG, 633. Consent of Instructor required.

EDLT 672. Emerging Models for Learning Design & Technology
3 Credits (3)
Integration of technology into content areas. May be repeated up to 3 credits.

EDLT 677. Online Teaching and Learning
3 Credits (3)
This course provides a survey of theories; models and methods used to design and deliver online education through the use of technologies in K-12, higher education, business/industry, and continuing education. Topics covered include accreditation, assessment, culturally responsive course design, current trends and best practices, hybrid and blended learning, learning management systems, online support services, social justice issues in online education, learner engagement, and retention. Crosslisted with: EDLT 577.

Educational Leadership Administration Courses

ELAD 2210. Leadership and Change in Education
3 Credits (3)
This course will introduce students to the challenges and key strategies in initiating, implementing, and sustaining educational change and reform. In the first part of the course, participants will learn about the challenges of educational change in the United States and the role that they as school leaders play in facilitating change and reform. The course continues with an examination of how culture, micro-politics, and power structures support or impede national and global change initiatives. The last part of the course offers suggestions for change agents including community organizing, culture building, and embracing sustainable leadership practices. Participants will learn how to apply the change theories and concepts introduced in the course to practice through course readings, online discussions with the instructor and colleagues, group work, active examination of daily practice in schools, and personal reflection.

ELAD 2340. Multicultural Leadership in Education
3 Credits (3)
Introduction to the social and cultural constructions of gender, class, and race. Students will critically apply theoretical constructs to everyday life and discuss the intersection of gender and race with class inequality in national and global contexts. Using a social justice framework, readings, and assignments integrate a variety of racial/ethnic groups while considering the effects of historically uneven resource distribution, unearned privilege, forms of domination and subordination, immigration status, and cultural representation and ideologies. Participants will learn how to apply the change theories and concepts introduced in the course to practice through course readings, online discussions with the instructor and colleagues, group work, active examination of daily practice in schools, and personal reflection.

ELAD 2342. Current Issues In Educational Leadership
3 Credits (3)
This course addresses issues such as the rise in international education, education’s costs, social media’s role and influence, changes in state and national funding trends, student and faculty/staff diversity, among others. The focus of this course is centered on the actions and responses of administrators to the current issues they are facing.

ELAD 2996. Special Topics in Educational Leadership
1-3 Credits (1-3)
Special topics course in education for undergraduate students. Course will be identified by a subtitle. May be repeated up to 12 credits. Restricted to Las Cruces campus only.

ELAD 330. Introduction to Educational Leadership in a Global Society
3 Credits (3)
Multinational educational systems covered through knowledge of the U.S. system of education promoting critical leadership roles every citizen plays in the success of educational systems.

ELAD 398. Special Topics in Education
1-3 Credits (1-3)
Special topics course in education for undergraduate students. Course will be identified by a subtitle. May be repeated for a maximum of 12 credits.
ELAD 411. Foundation for School Library Specialists
3 Credits (3)
Elements of librarianship. Introduction to the history, purpose, and role of the school library. Overview of current issues and legislation affecting school libraries. Same as ELAD 511. May be repeated up to 3 credits.

ELAD 412. Administration of the School Library
3 Credits (3)
Principles and practices related to the function, structure, and management of school libraries. Same as ELAD 512. May be repeated up to 3 credits.

ELAD 413. Curriculum Role of the School Library Specialist
3 Credits (3)
Introduction to the integration of curriculum in school library programs. Current trends in collaborative planning and teaching between the school librarians and teachers. Taught with ELAD 513. May be repeated up to 3 credits.

3 Credits (3)
Principles of identifying, selecting, acquiring, managing, and evaluating information for school libraries. Same as ELAD 514. May be repeated up to 3 credits.

ELAD 440. Management of Student Services
3 Credits (3)
History and overview of student services (e.g., admissions, counseling, registration, financial aid, housing, food services, student organizations) for early entry level positions. This course will provide students with an examination of foundations and principals of student services. Important theories and essential competencies needed in order to be successful will be explored through a social justice perspective of leadership.

ELAD 450. Principles of Education Law and Policy
3 Credits (3)
Overview of the use of law and policy in schools and higher education. May be repeated up to 3 credits. Restricted to: E AD, majors.

ELAD 455. Principles of Education Budgeting and Finance
3 Credits (3)
Analysis of budget and finance practices in education. Restricted to: E AD majors.

ELAD 485. Elements of Research
3 Credits (3)
This course provides students with a foundation for understanding educational research. The course will also provide grounding in proper writing format for use in the education profession. Students will be introduced to various research paradigms and the symbiosis of theory and practice. Besides introducing students to the symbiosis of theory and practice, students will complete assignments and activities that demonstrate the use of that symbiosis. Ultimately, students will be able to use the knowledge they gain through the course to be able to critique educational research.

ELAD 499. Internship
3 Credits (3)
The undergraduate Educational Leadership major requires that students complete two internships. Internships provide students with either experience working in an area of administration that is different from the student’s regular job or experience conducting research for a program or project. Each internship placement site and scope of work is determined through consultation with the course instructor. Students must complete 120 hours of work with the selected internship site. May be repeated up to 6 credits.
Prerequisite(s): Student must be an E AD major and be within (at least) one year of graduation.

ELAD 502. Special Problems.
1-3 Credits
Offered under various subtitles which indicate the subject matter covered. May be taken for a maximum of 3 credits per semester and a total of 6 credits overall. May be repeated up to 6 credits. Consent of Instructor required.

ELAD 511. Foundation for School Library Specialists
3 Credits (3)
Elements of librarianship. Introduction to the history, purpose, and role of the school library. Overview of current issues and legislation affecting school libraries. Same as ELAD 411. May be repeated up to 3 credits.

ELAD 512. Administration of the School Library
3 Credits (3)
Principles and practices related to the function, structure, and management of school libraries. Same as ELAD 412. May be repeated up to 3 credits.

ELAD 513. Curriculum Role of the School Library Specialist
3 Credits (3)
Introduction to the integration of curriculum in school library programs. Current trends in collaborative planning and teaching between school librarians and teachers. Same as ELAD 413. May be repeated up to 3 credits.

ELAD 514. Collection Management and Development in School Libraries
3 Credits (3)
Principles of identifying, selecting, acquiring, managing, and evaluating information for school libraries. Same as ELAD 414. May be repeated up to 3 credits.

ELAD 515. Principles of Education Budgeting and Finance
3 Credits (3)
Analysis of budget and finance practices in education. Restricted to: E AD majors.

ELAD 516. Elements of Research
3 Credits (3)
This course provides students with a foundation for understanding educational research. The course will also provide grounding in proper writing format for use in the education profession. Students will be introduced to various research paradigms and the symbiosis of theory and practice. Besides introducing students to the symbiosis of theory and practice, students will complete assignments and activities that demonstrate the use of that symbiosis. Ultimately, students will be able to use the knowledge they gain through the course to be able to critique educational research.

ELAD 517. Development of Student Services
3 Credits (3)
Elements of student services. Introduction to the history, purpose, and role of the school library. Overview of current issues and legislation affecting school libraries. Same as ELAD 417. May be repeated up to 3 credits.

ELAD 518. Administration of Student Services
3 Credits (3)
Principles and practices related to the function, structure, and management of school libraries. Same as ELAD 418. May be repeated up to 3 credits.

ELAD 519. Curriculum Role of the School Library Specialist
3 Credits (3)
Introduction to the integration of curriculum in school library programs. Current trends in collaborative planning and teaching between school librarians and teachers. Same as ELAD 419. May be repeated up to 3 credits.

ELAD 520. Management of Educational Change: Higher Education
3 Credits (3)
Leadership in implementing innovations in education in higher education. Consent of Instructor required. Restricted to: E AD majors.

ELAD 521. Management of Educational Change: Public Schools
3 Credits (3)
Leadership in implementing innovations in education. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: E AD majors.

ELAD 531. Special Education Administration
3 Credits (3)
Competencies for the administration of special education programs with an emphasis upon New Mexico public school standards. Consent of Instructor required.

ELAD 540. Management of Student Services in Higher Education
3 Credits (3)
History and overview of student services (e.g., admissions, counseling, registration, financial aid, housing, food services, student organizations) and a review of management components used in student services. Consent of Instructor required.
ELAD 550. Higher Education Law
3 Credits (3)
This course is designed to review the impact of the legal process and the judiciary on higher education. Consent of Instructor required.

ELAD 555. Higher Education Finance and Funding
3 Credits (3)
This course examines the impact and process of financing and funding higher education. Consent of Instructor required.

ELAD 563. Higher Education Administration
3 Credits (3)
This course provides an overview of higher education in the United States including history, mission, and governance, in the context of organizational theory. Consent of Instructor required.

ELAD 564. Internship Public Schools Part I
3 Credits (3)
First half of a practical internship in Pk-12 schools under supervision of school administrator. Consent of Instructor required. Restricted to: E AD majors.
Prerequisite(s): 18 cr. of ELAD coursework, 3 years of Pk-12 teaching experience and consent of instructor.

ELAD 565. Internship: Public Schools Part II
3 Credits (3)
Second half of a practical internship in Pk-12 administrative setting under supervision of experienced higher education administrator. Consent of Instructor required. Restricted to: E AD majors.
Prerequisite(s): ELAD 564.

ELAD 566. Internship: Higher Education Part I
3 Credits (3)
First half of practical internship in administrative setting under supervision of experienced higher education administrator. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: E AD majors.
Prerequisite(s): 15 credits of ELAD coursework and consent of instructor.

ELAD 567. Internship: Higher Education Part II
3 Credits (3)
Second half of a practical internship in an administrative setting under supervision of an experienced higher education administrator. Consent of Instructor required. Restricted to: E AD majors.
Prerequisite(s): ELAD 566.

ELAD 568. Topics in School Administration
1-3 Credits
Designated by subtitle.

ELAD 569. Basing Decision on Data: Higher Education.
3 Credits (3)
Analysis of accountability data and other evidence to support educational decision making. Disaggregating and interpreting assessment data to guide improvement of instruction. Moving from evidence to plans for action. Consent of Instructor required.

ELAD 570. Educational Leadership, Supervision, and Evaluation
3 Credits (3)
Leadership, supervision, and evaluation in Pk-12 and post secondary education. Consent of Instructor required.

ELAD 572. History and Philosophy of Education
3 Credits (3)
An overview of the historical development of the American school system and the relation of various philosophies to American education.

ELAD 575. The Principalship
3 Credits (3)
Key issues surrounding the role of school-site leaders. Consent of Instructor required.

ELAD 576. Educational Financial Management
3 Credits (3)
Educational finance and business applications. Consent of Instructor required.

ELAD 578. Leadership and Administration of Bilingual Education
3 Credits (3)
Concepts and practical approaches to improving the education of English languages learners through higher education. Consent of Instructor required.

ELAD 579. Public School Law
3 Credits (3)
Legal processes of education, major court decisions, and the legislative process will be studied. Consent of Instructor required.

ELAD 580. Administration of Adult and Continuing Education
3 Credits (3)
Administration of programs in public schools, higher education, community and nontraditional educational settings. Consent of Instructor required.

ELAD 582. Community College Administration
3 Credits (3)
An overview of the history, role, objectives and patterns governing the effectiveness of the community college. Consent of Instructor required.

ELAD 585. Elements of Research
3 Credits (3)
Survey and analysis of research methods and designs focusing on sound educational research and its presentation. Consent of Instructor required.

ELAD 586. Leadership for Social Justice and Equity
3 Credits (3)
Examine cultural diversity and how appropriate understanding, leadership and instructional strategies can be used to reach all learners. Enhances understanding of what it means to be an educator in culturally diverse contexts. May be repeated up to 3 credits. Consent of Instructor required.

ELAD 590. Basing Decision on Data: Pk-12
3 Credits (3)
Analysis of accountability data and other evidence to support educational decision making. Disaggregating and interpreting assessment data to guide improvement of instruction. Moving from evidence to plans for action. May be repeated up to 3 credits. Consent of Instructor required.

ELAD 595. Current Topics
1-6 Credits
Offered under various subtitles which indicate the subject matter covered. May be taken for a maximum of 6 credits.

ELAD 598. Independent Studies
1-3 Credits
Individual investigation in special topic areas. Requires prior approval of project advisor.

ELAD 600. Doctoral Research
1-15 Credits
ELAD 615. Organizational Theory
3 Credits (3)
The overarching objectives of this class is to prepare educational leaders who comprehend the complexities of educational organizations, especially those with significant underrepresented populations; to initiate or maintain leaders' commitment to educational programs that embrace all learners; and to promote within leaders an understanding of the necessity of upholding social justice, primarily as it applies to issues, such as race, ethnicity, class, ability, religion, and gender. Consent of Instructor required. Restricted to: EAD majors.

ELAD 620. Doctoral Seminar
1-3 Credits
A study of current issues in educational administration at the national, state, and local levels. May be repeated up to 6 credits. Consent of Instructor required.

ELAD 622. Quantitative Research I
3 Credits (3)
Explores quantitative research methods, the rationale and assumptions that guide statistical decisions, beginning level statistical analyses, and how all of these are applied in the field of educational leadership. May be repeated up to 3 credits. Consent of Instructor required.
Prerequisite(s): Consent of instructor.

ELAD 623. Qualitative Research I
3 Credits (3)
Explores qualitative research methods and models and their application in the field of educational leadership. May be repeated up to 3 credits. Consent of Instructor required.
Prerequisite(s): Consent of instructor.

ELAD 630. Concepts of Leadership in Education
3 Credits (3)
Survey of concepts of leadership in general and educational leadership in particular. Consideration of implications for practice. May be repeated up to 3 credits. Consent of Instructor required.

ELAD 635. Scholarly Writing and the Southwest Border
3 Credits (3)
This course is designed to provide doctoral-level students with an opportunity to engage with scholarly and academic writing in a meaningful manner. Scholarly writing and academic writing are often used interchangeably. They will be used in that manner for this course. Generally defined, academic writing refers to a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise. Scholarly writing is the specific genre of writing that is used in all academic fields. For this course, the scholarly writing is contained to the context of the Southwest Border and Borderland issues. This is designed in consideration of and relates to the Department and Program's mission, which takes into account social justice and border education issues. Additionally, the course will cover topics associated with scholarly writing that include, but not limited to: formal language, tone, precision, clarity, word choice, and assumptive statements versus research-supported rationale. Consent of Instructor required. Restricted to: EAD majors.

ELAD 645. The Professoriate
3 Credits (3)
The purpose of this course is to explore the body of scholarly knowledge and research appropriate for the study of American higher education, the context in which teaching and learning occurs, and faculty's roles in the process. We will discuss the number, variety, and purpose of the various types of institutions; the different roles that faculty members play within these institutions; how faculty work is assessed and valued within the outside of the university; administrative regulations related to faculty work; current issues related to the general state of the professoriate; as well as how does one prepare to enter the professoriate.

ELAD 650. Higher Education Law
3 Credits (3)
This advanced course is designed to review the impact of the judiciary on higher education. The legal standing of institutions of higher education on issues of staff rights, student rights, and tort liability will be addressed. In addition, the impact of local ordinances, state and federal laws and regulations will be examined. Consent of Instructor required.

ELAD 655. Higher Education Finance and Funding
3 Credits (3)
This advanced course examines the impact and process of financing and funding higher education. The course is an examination of higher education finance as it relates to operational budgets, capital budgets, and policy issues which impact the financing of higher education. Consent of Instructor required.

ELAD 670. Advanced Internship
1-6 Credits
For those pursuing an advanced degree to meet the field work requirement. To bear an appropriate subtitle. May be repeated up to 6 credits. Consent of Instructor required. Restricted to: EAD majors. Graded: S/U Grading (S/U, Audit).

ELAD 671. Foundations of Educational Administration
3 Credits (3)
Advanced course about the political, economic, and social forces on policy making and governance of Pk-12 and postsecondary education. May be repeated up to 3 credits. Consent of Instructor required.

ELAD 676. Educational Financial Management
3 Credits (3)
This advanced course offers an overview of economic and financial concerns relating to the public school system of the United States. Consent of Instructor required.

ELAD 679. Public School Law
3 Credits (3)
Advanced course in which the legal processes of education, major court decisions, and the legislative process will be studied. Consent of Instructor required.

ELAD 682. Quantitative Research II
3 Credits (3)
Intermediate quantitative methods of research, statistical analyses, and their application in the field of educational leadership. May be repeated up to 3 credits. Consent of Instructor required. Restricted to Doctoral students only.
Prerequisite(s): ELAD 622.
ELAD 683. Qualitative Research II
3 Credits (3)
Advanced qualitative methods of research and implementation in the field of educational leadership. May be repeated up to 3 credits. Consent of Instructor required.
Prerequisite(s): ELAD 623.

ELAD 685. Elements of Research
3 Credits (3)
Advanced survey and analysis of research methods and designs focusing on sound educational research and its presentation. Consent of Instructor required.

ELAD 689. Evaluation Design in Education
3 Credits (3)
Advanced course that focuses on evaluation and accountability models; application to educational programs. Consent of Instructor required.

ELAD 693. Dissertation Seminar
3 Credits (3)
Same as CEPY, EDUC, SPED 693. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Consent of Instructor required.

ELAD 698. Selected Topics
1-6 Credits
Offered under various subtitles which indicate the subject matter covered. May be repeated up to 6 credits.

ELAD 700. Doctoral Dissertation
1-9 Credits
Dissertation. Minimum of 3 credits per regular semester. May be taken for a maximum of 36 credits. Consent of instructor required.

Special Education Courses

SPED 2130. Society
3 Credits (3)
Development of culturally responsive learning strategies, skills and utilization of support services, to enhance academic achievement. Restricted to: Main campus only.

SPED 2996. Topics
3 Credits (3)
Offered under various subtitles which indicate the subject matter to be covered. May be repeated 3 times for a maximum of 9 credits.

SPED 350. Introduction to Special Education in a Diverse Society
3 Credits (3)
Characteristics, identification, and educational needs of exceptional learners. Attention is given to the various types of programs serving exceptional learners. Designed for all professional personnel who work with exceptional learners.

SPED 355. Introduction to Bilingual/Multicultural Special Education
3 Credits (3)
Introduction to issues related to the provision of services to culturally and linguistically diverse students with exceptionalities. May be repeated up to 3 credits. Crosslisted with: BLED 355.

SPED 360. Elementary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits (3)
Curriculum theory and development for special education programs. Various teaching methods utilized with elementary exceptional learners and techniques involved in identifying, adapting, and developing materials will be addressed.

SPED 406. High Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders.

SPED 407. Low Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations.

SPED 409. Reading for Elementary Exceptional Learners in a Diverse Society, K-6
3 Credits (3)
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 509.

SPED 411. Reading for Elementary Exceptional Learners in a Diverse Society, 7-12
3 Credits (3)
Extends information covered in SPED 509, which covers grades K 6. Strategies and materials are addressed.

SPED 450. Working with Young Children with Special Needs, Ages 3-8
3 Credits (3)
Addresses competencies for working with young children with exceptionalities, ages three-eight, and their families. Public school, private school, Head Start and other models are included. Taught with SPED 550. May be repeated up to 3 credits.
Prerequisite(s): SPED 350.
Corequisite(s): SPED 451.

SPED 451. Assessment of Young Children, Birth-Eight
3 Credits (3)
Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. May be repeated up to 3 credits.
Corequisite(s): SPED 450.

SPED 459. Classroom Management for Diverse Learners
3 Credits (3)
Behavior-change strategies for exceptional learners.

SPED 463. Introduction to Assessment of Diverse Exceptional Learners
3 Credits (3)
Theory and use of norm and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs.

SPED 470. Life Span Development and Transition in a Diverse Society
3 Credits (3)
Special problems associated with transitions over the life span, with emphasis on adolescent and adult needs. Attention to service approaches for public schools, sheltered workshops, residential hospitals, and group homes.

SPED 480. Secondary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits (3)
Curriculum theory and development for elementary special education programs. Various teaching methods utilized with secondary exceptional learners and techniques for identifying, adapting, and developing materials will be addressed. Taught with SPED 580.
SPED 481. Practicum in Education, Equity and Cultural Diversity
3 Credits (3)
This is a supervised experience in providing special education services to local preK-12 students. In the context of the public school classroom, teacher candidates are guided to apply content knowledge from the seminar meetings and from prior coursework. Restricted to: SPED majors.
Prerequisite(s): SPED 350 and SPED 360 or consent of instructor.

SPED 482. Student Teaching SPED
12 Credits (12)
Supervised teaching in a special education classroom and participation in a required seminar. Restricted to: SPED majors.
Prerequisite(s): SPED 481 and admission to student teaching.

SPED 483. Early Childhood SPED Student Teaching
6 Credits (6)
A student teaching experience designed for students studying early childhood special education. Restricted to majors. Same as SPED 583.
Prerequisites: Admission to student teaching.

SPED 485. Introduction to Autism
3 Credits (3)
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Taught with SPED 585 and SPED 685.

SPED 486. Behavior and Autism
3 Credits (3)
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 586 and SPED 686 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 487. Social Skills and Autism
3 Credits (3)
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 587 and SPED 687 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 488. Communication and Autism
3 Credits (3)
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 598 and SPED 688 with differentiated assignments.
Prerequisite(s): SPED485 or SPED585 or SPED685.

SPED 489. Topics
3 Credits (3)
Offered under various subtitles which indicate the subject matter to be covered. May be repeated 3 times for a maximum of 9 credits.

SPED 495. Directed Study courses in Special Education
1-3 Credits
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits per semester and a grand total of 9 credits.

SPED 500. Introduction to Special Education in a Diverse Society
3 Credits (3)
This course introduces the field of special education to regular educators.

SPED 501. Topics in Special Education
1-3 Credits
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 502. Problems
1-3 Credits
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 504. Introduction to Assessment of Diverse Exceptional Learners
3 Credits (3)
Required for students seeking licensure at graduate level. Theory and use of norm-and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs with differentiated assignments for graduate students. Crosslisted with: SPED 463. Restricted to: SPED majors.

SPED 506. High Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders.

SPED 507. Low Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. Taught with SPED 607 with differentiated assignments.

SPED 509. Reading for Elementary Exceptional Learners in a Diverse Society, K-6
3 Credits (3)
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 409.

SPED 510. Current Issues in Special Education for Teaching in Culturally Responsive Society
3 Credits (3)
Theoretical and empirical bases for special education practices. Skill development in critical thinking, reading, and writing in relation to contemporary problems. Taught with SPED 610.

SPED 511. Reading for Secondary Exceptional Learners in a Diverse Society, 7-12
3 Credits (3)

SPED 513. Current Research in Special Education
3 Credits (3)
Current investigations and research techniques.
SPED 522. Practicum in Reading Disabilities
3 Credits (3)
Supervised experience in assessing a student with reading disability, developing and intervention plan, and implementing and monitoring the interventions across time.

SPED 523. Advanced Curriculum for Diverse Exceptional Learners
3 Credits (3)
Strategies for developing curricula appropriate to handicapped and gifted learners.

SPED 532. Foundations of Visual Impairment
3 Credits (3)
This course provides an overview of the history and theory of teaching students with visual impairments, including those with additional disabilities. The impact of educational, legislative, and societal trends on the psychosocial adjustment, quality of life, and post-school outcomes of individuals with visual impairments is explored. Taught with SPED 452 and SPED 632 with differentiated assignment.

SPED 533. Functional Implications of Low Vision
3 Credits (3)
This course examines the structure and function of the visual system in relation to associated diseases and syndromes with an emphasis on measuring functional vision and determining appropriate educational adaptations. Taught with SPED 453 and SPED 633.

SPED 534. Strategies for Teaching Students with Visual and Multisensory Impairments
3 Credits (3)
This course defines the roles and responsibilities of the teacher of students with visual impairments as part of the transdisciplinary team that serves students with visual impairments and additional disabilities. Emphasis is on assessment, curricula (both academic and functional), communication, behavior management, assistive technologies, inclusion, transition, and independent living. Taught with SPED 454 and SPED 634. Prerequisite(s): SPED 533.

SPED 536. Braille I: Literacy for Students with Visual Impairments
3 Credits (3)
This course facilitates an in depth study of the Uncontracted and Contracted Literary Braille codes as well as methods of teaching pre-braille, braille reading, and braille writing skills to tactual learners. Taught with SPED 455 and SPED 636.

SPED 537. Independent Readings in Special Education
1-3 Credits
Each course shall be identified by a qualifying subtitle. Maximum of 6 credits, 3 credits per semester.

SPED 538. Braille II: Numeracy for Students with Visual Impairments
3 Credits (3)
This course facilitates an indepth study of the Nemeth Braille Code for Mathematics and Science Notation as well as instructional strategies for using the abacus and developing numeracy. Specialized braille codes for computers, music, and foreign languages will be introduced. Taught with SPED 457 and SPED 638 with differentiated assignments. Prerequisite(s): SPED 455 or SPED 536 or SPED 636 consent of instructor.

SPED 539. Strategies for Teaching Students with Visual Impairments
3 Credits (3)
This course covers individualized educational programming in both the core and expanded core curriculums for children and youth with visual impairments with an emphasis on assessment, curricular adaptions, IFSP/IEP/ITP planning, and evidence-based practices. Taught with 460 and SPED 639. Restricted to: SPED majors. Prerequisite(s): SPED 533, SPED 536, SPED 538.

SPED 545. Technology and Exceptionality in a Diverse Society
3 Credits (3)
This class will address the unique educational needs of learners with exceptionalities, and will provide information and practice in addressing those needs through the use of technology-based interventions. Taught with SPED 645.

SPED 548. Field Experience in Education, Equity & Cultural Diversity
3 Credits (3)
This is a supervised experience in providing special education services to local preK-12 students. In the context of the public school classroom, teacher candidates are guided to apply content knowledge from the seminar meetings and from prior coursework. This experience is designed for both the practicing general education classroom teacher pursuing special education licensure and for graduate teacher candidates pursuing initial special education licensure. Restricted to: SPED majors. Prerequisite(s): SPED 350 and SPED 360, or SPED 500 and SPED 523, or consent of instructor.

SPED 550. Working with Young Children with Special Needs, Ages 3-8
3 Credits (3)
Addresses competencies for working with young children with exceptionalities, ages three eight, and their families. Public school, private school, Head Start and other models are included. Same as SPED 450 with differentiated assignments for graduate students. May be repeated up to 3 credits.

SPED 551. Assessment of Young Children, Birth Eight
3 Credits (3)
Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. Same as SPED 451. Prerequisite: SPED 550 or consent of instructor.

SPED 552. Introduction to Orientation and Mobility
3 Credits (3)
This course provides an overview of the history and theory of formalized orientation and mobility instruction as it relates to the ability to live independently. The impact of visual impairment and concomittant impairments on the development of spatial concepts and motor skills in relation to independent locomotion is emphasized. Topics covered include mobility aids; navigation, familiarization, and protective techniques; structured pre-cane assessment and instruction; the development and use of tactual maps; and the relationship of orientation and mobility to other areas of the expanded core curriculum. Consent of Instructor required. Restricted to: SPED,EDUC majors.

SPED 553. Beginning Orientation and Mobility
3 Credits (3)
This course provides an overview of the profession of orientation and mobility and how sensory, motor, and psychosocial function affects movement and spatial orientation. Consent of Instructor required. Restricted to: SPED majors. Prerequisite(s): SPED 552.
SPED 554. Intermediate Orientation and Mobility
3 Credits (3)
This course focuses on strategies and methods for conducting assessments and appropriately sequencing skill acquisition for learners across the lifespan who may or may not have additional disabilities. Adaptive technology and other aids that assist with travel in a variety of environmental conditions using different mobility systems will also be covered. Consent of Instructor required. Restricted to: SPED majors.
Prerequisite(s): SPED 553.

SPED 555. Advanced Orientation and Mobility
3 Credits (3)
This course focuses on the development and monitoring of cane skills needed for safe and efficient travel in indoor, residential, and business districts, including the use of public transportation systems. Development, administration, and supervision of orientation and mobility services is also covered. Consent of Instructor required. Restricted to: SPED majors.
Prerequisite(s): SPED 554.

SPED 559. Classroom Management for Diverse Learners
3 Credits (3)
Behavior-change strategies for exceptional learners. Taught with SPED 459 with differentiated assignments for graduate students.

SPED 570. Life Span Development and Transition in a Diverse Society
3 Credits (3)
Covers special problems associated with transitions over the life span, with emphasis on adolescent and adult needs. Attention to service approaches for public schools, sheltered workshops, residential hospitals, and group homes. Taught with SPED 470.

SPED 580. Curriculum, Methods, and Materials for Secondary Special Education
3 Credits (3)
Curriculum theory and development for elementary special education programs. Various teaching methods utilized with secondary exceptional learners and techniques for identifying, adapting, and developing materials will be addressed. Taught with SPED 480.

SPED 582. Student Teaching SPED
12 Credits (12)
Culminating course required for graduate level students seeking initial licensure. Restricted to: SPED majors.
Prerequisite(s): Bachelor's degree, SPED 548, and admission to student teaching.

SPED 585. Introduction to Autism
3 Credits (3)
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Taught with SPED 485 and SPED 685. Differentiated Assignments.

SPED 586. Behavior and Autism
3 Credits (3)
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 486 and SPED 686 with differentiated assignments.
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 587. Social Skills and Autism
3 Credits (3)
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 487 and SPED 687 with differentiated assignments.
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 588. Communication and Autism
3 Credits (3)
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 488 and SPED 688 with differentiated assignments.
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 590. Masters Degree Seminar
3 Credits (3)
Capstone review of current issues in special education. Each student will participate in a practice comprehensive oral exam.

SPED 598. Special Research Problems
1-3 Credits
Individual investigation either analytical or experimental. May be repeated for a maximum of 6 credits, 3 credits per semester.

SPED 599. Master's Thesis
15 Credits
Thesis.

SPED 600. Doctoral Research
1-15 Credits
Research.

SPED 605. Independent Study Topics in Special Education
1-6 Credits
A problem and seminar course for those pursuing an advanced graduate degree. Each course to bear an appropriate subtitle.

SPED 606. High Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders. Taught with SPED 506. Restricted to SPED and C D majors. Prerequisite: Master's Degree.

SPED 607. Low Incidence Disabilities
3 Credits (3)
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. Taught with SPED 507 with differentiated assignments.

SPED 610. Current Issues in Special Education for Teaching in a Culturally Responsive Society
3 Credits (3)
Required for students seeking the Ed.D./Ph.D. Taught with SPED 510.
SPED 613. Current Research in Special Education
3 Credits (3)
Required for students seeking the Ed.D./Ph.D. Restricted to majors. Same as SPED 513.
Prerequisite: M.A. degree.

SPED 619. School Intervention and Organization in a Diverse Society
3 Credits (3)
Introduces public school organization and laws and the psychosociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. May be repeated up to 3 credits. Crosslisted with: SPED 519. Restricted to: SPSY majors.

SPED 640. Internship in Special Education
1-6 Credits
Each course bears a qualifying subtitle. Maximum of 6 credits per semester.

SPED 645. Technology and Exceptionality in a Diverse Society
3 Credits (3)
This class will address the unique educational needs of learners with exceptionalities, and will provide information and practice in addressing those needs through the use of technology-based interventions. Taught with SPED 545.

SPED 685. Introduction to Autism
3 Credits (3)
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Differentiated Assignments. Taught with SPED 585 and SPED 485.

SPED 686. Behavior and Autism
3 Credits (3)
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 486 and SPED 586 with differentiated assignments.
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 687. Social Skills and Autism
3 Credits (3)
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 487 and SPED 587 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 688. Communication and Autism
3 Credits (3)
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 488 and SPED 588 and differentiated assignments.
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 690. Doctoral Seminar
1-4 Credits (1-4)
The seminar will engage doctoral students in scholarly dialogue and production. It will assist in preparing them for future careers in leadership roles. Same as CD 690.

SPED 698. Selected Topics in Special Education
1-6 Credits
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 700. Dissertation
9 Credits
Credit may be earned by students who have successfully completed their doctoral comprehensive exams and presented their dissertation proposals to their committees. At least 18 credits are required during the course of dissertation study. May be repeated for a maximum of 24 credits. Restricted to majors.

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